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ABSTRACT

The suggestions for learning activities in career education are presented with the aim of establishing career exploration opportunities with special emphasis on individual review and exploration. Objectives and activities, resources, and evaluations focus on four domains of career consciousness (self and interpersonal skills, knowledge of work and leisure world, career planning and knowledge skills, and basic studies and occupational preparation) relating to the following academic areas: communication arts (fourteen subject areas), fine arts (nine subject areas), mathematics (five subject areas), physical education (two subject areas), practical arts (four subject areas and their related studies), science (eight subject areas), and social studies (fourteen subject areas). Appended materials include career education resources, autobiographical questionnaires, value clarification exercise, value clarification method, an active exercise on valuing, the value game, puzzle exercise, nonverbal techniques in self expression, and a fantasy trip. (EC)

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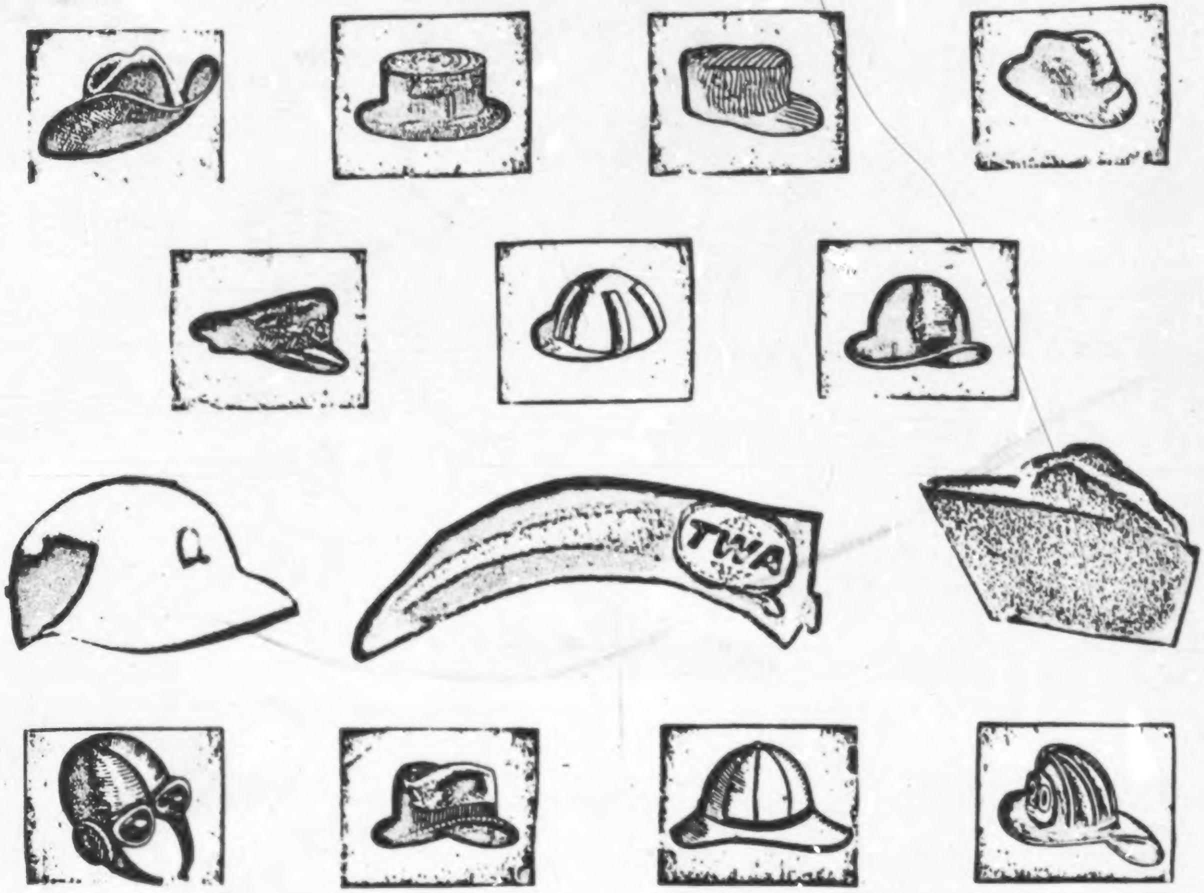
ACTIVITIES FOR EDUCATION



SENIOR HIGH

Festus R-6 Schools
1515 Mid Meadow Lane
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CE005681

ACTIVITY GUIDE

for

CAREER EDUCATION

FESTUS R-6 SCHOOLS, FESTUS, MISSOURI 63028

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Today, more than ever, our attention is focused upon the curriculum and how relevant it is to the needs of our students. Actually, patterns of curriculum development over the past years no longer fit the needs of today's students. Society today and its future is of great concern to all of us and with the reforms and refocusing of education, so that what is taught in the classroom has a bearing on the students; future plans are the essence of career education.

The planning of one's career cannot be a hit and miss affair in the present world of work. Teachers must be aware of the many options that are open to the students and take the proper measures to make self awareness available for their students. If this is done, careers for students of today and in the future will emerge, the kind of careers that are needed for today's student.

These guides in career education are the result of much dedicated labor by our committee which has made them available. The guide itself will have no value unless concerned teachers use it as a tool for students to acquire fundamental skills, mechanical and academic, needed in their future planning.

If by using this guide, career education becomes more meaningful for a sizeable number of our students in the R-6 Schools, the grant from the Vocational Division of the Missouri State Department of Education and the work of our local committee will be immeasurable. But let us not forget that the classroom teacher is still the most important factor in the making of any curriculum relevant and we feel, in the R-6 Schools, that we have quality teachers for that task.

Ralph B. Tynes
Superintendent of Schools

PHILOSOPHY

A program of public supported education designed to meet the needs of a democratic society must provide for a series of learning activities for all individuals in harmony with maturity, needs, abilities, and aptitudes. (First paragraph Festus R-6 District Philosophy)

It follows that our young people need to have an understanding of the opportunities open to them. Beginning at an early age, they must learn what work means, the careers open to young people today, and the careers that may emerge in the future. They need to know the obligations and requirements of those careers that are of interest to them, and they must acquire the specific skills--not just mechanical skills but the fundamental academic skills too.

Education in the classroom has a clear, demonstrable bearing on the student's future plans.

OBJECTIVES FOR CAREER EDUCATION FOR STUDENTS OF THE R-6 SCHOOLS

1. Develop good attitudes toward learning and work and an awareness of the relationship between education and life roles.
2. Develop self-awareness and awareness for individuals' places and responsibility to our society.
3. Develop an appreciation for the constructive use of leisure time.
4. Develop an awareness of the world of work.
5. Develop decision making skills.
6. Develop economic awareness leading to economic understanding.
7. Develop technical awareness and beginning competence.
8. Develop employability skills leading to career placement.

THE FOUR DOMAINS OF A CAREER CONSCIOUS PERSON
(*Life Career Development-A Model*, UMC-SDE, Gysberg, Moore)

1. Self Knowledge and Interpersonal Skills

This includes the awareness of self and others, the strengths and weaknesses, the likes and dislikes, the desires, etc. To develop those skills so that the student can relate effectively to other people.

2. Knowledge of Work and Leisure Worlds

This includes an opportunity to develop an understanding of the limitations that society places on an individual--sociological, psychological, and economic; to learn about pay, hours, fringe benefits, the cost of leisure activities, to choose because of the amount and the kind of personal satisfaction desired from work and leisure activities, to see the relationship of career and leisure time.

3. Career Planning Knowledge and Skills

This includes the elements of the decision-making process: gathering information from all relevant sources, using the information collected and making informed and reasonable decisions, reasonably predicting the future and foreseeing alternatives to meet the requirements of a preferred life career.

4. Basic Studies and Occupational Preparation

This includes mastering the basic skills of the language arts, mathematics, science, social studies, fine arts, physical education, industrial arts and vocational education. These skills will be learned relevant to occupational preparation, settings and events of a total life career development. A background will be presented to learn the skills for seeking employment, for further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

CAREER DEVELOPMENT CONCEPT

1. Understand and accept self as important throughout life.
2. People have dignity and worth.
3. Education and work are interrelated, both are honorable.
4. Occupations exist for a purpose.
5. Work means different things to different people.
6. There is a wide variety of careers.
7. Individuals differ in interest, abilities, attitudes, and values.
8. Supply and demand affect career planning.
9. Environment and one's potential affect career choice.
10. Occupation and life style are related.
11. Specialization creates greater dependence.
12. One's development requires continuous choice of careers.
13. Individuals can perform adequately in several occupations.
14. Individuals must be flexible in a changing society.
15. Individuals are responsible for career planning.

FESTUS R-6 CAREER EDUCATION

The aim of career education is to equip students with what they need to make informed occupational decisions by relating the World of Learning to the World of Work. Along the way they will have opportunities to investigate a variety of jobs and to explore their mental, physical and emotional capacities for handling them.

In the R-6 Schools, Kindergarten through Seventh is the "Career Awareness" phase. Children are introduced to the concept of work and jobs, the need for work and the variety of ways people earn a living. Lessons at first center on the roles played by different family members, then branch out to cover different kinds of occupations pupils see around the school. Policemen, firemen, and other workmen familiar to children are studied. The student's strengths and weaknesses are discovered. Information about all this will be presented as a part of the regular learning activities, not as separate lessons. All fifteen clusters (OE-72-39) are covered. In the activity of learning the alphabet drills would be a good opportunity for the teacher to point out how file clerks and others use letters to organize their work.

"Career Exploration" takes place in the eighth and ninth grades. Students narrow their fields of interest to three or four clusters, which they explore in depth. By the time they finish junior high school, students should have a good idea of the types of jobs that interest them and be able to make a tentative choice of several that interest them the most.

In the senior high program, students begin to acquire actual job skills in these fields. Such skills as drafting are made available to everyone, even students that are going to college. The idea is to give all students an opportunity to pursue training and study that could lead directly to a job after high school or to further training and study at a technical institute, business school, two or four-year college and beyond.

By exposing young people to information about work and jobs and careers starting in the earliest years of school, helping them to see the relevance of their education, the result could be a stronger motivation to learn and to stay in school long enough to acquire some basic skills needed to earn a living. The program is aimed at the academically talented students, too, who often finish high school with little idea of what it is to earn a living by doing the necessary work of our society. For them, Career Education will supply information and experience that widens their horizons and increases their career choices.

OCCUPATIONAL CLUSTERS

For ease in informing students about the wide range of occupations they have been categorized into fifteen broad clusters. The listing below shows the sequence of assigned clusters by grade level. The teacher is free to touch on other clusters as well.

ELEMENTARY

Level: Awareness
Grades:

Grades		Assigned Cluster
FIRST	1	Public service
	2	Health occupations
SECOND	3	Agri-business occupations
	4	Consumer homemaking, and related occupations
THIRD	5	Personal services
	6	Transportation
FOURTH	7	Marketing and distribution
	8	Construction
FIFTH	9	Communications and media
	10	Hospitality-Recreation
SIXTH	11	Environmental control
	12	Manufacturing
SEVENTH*	13	Business office
	14	Fine arts and humanities
	15	Marine science

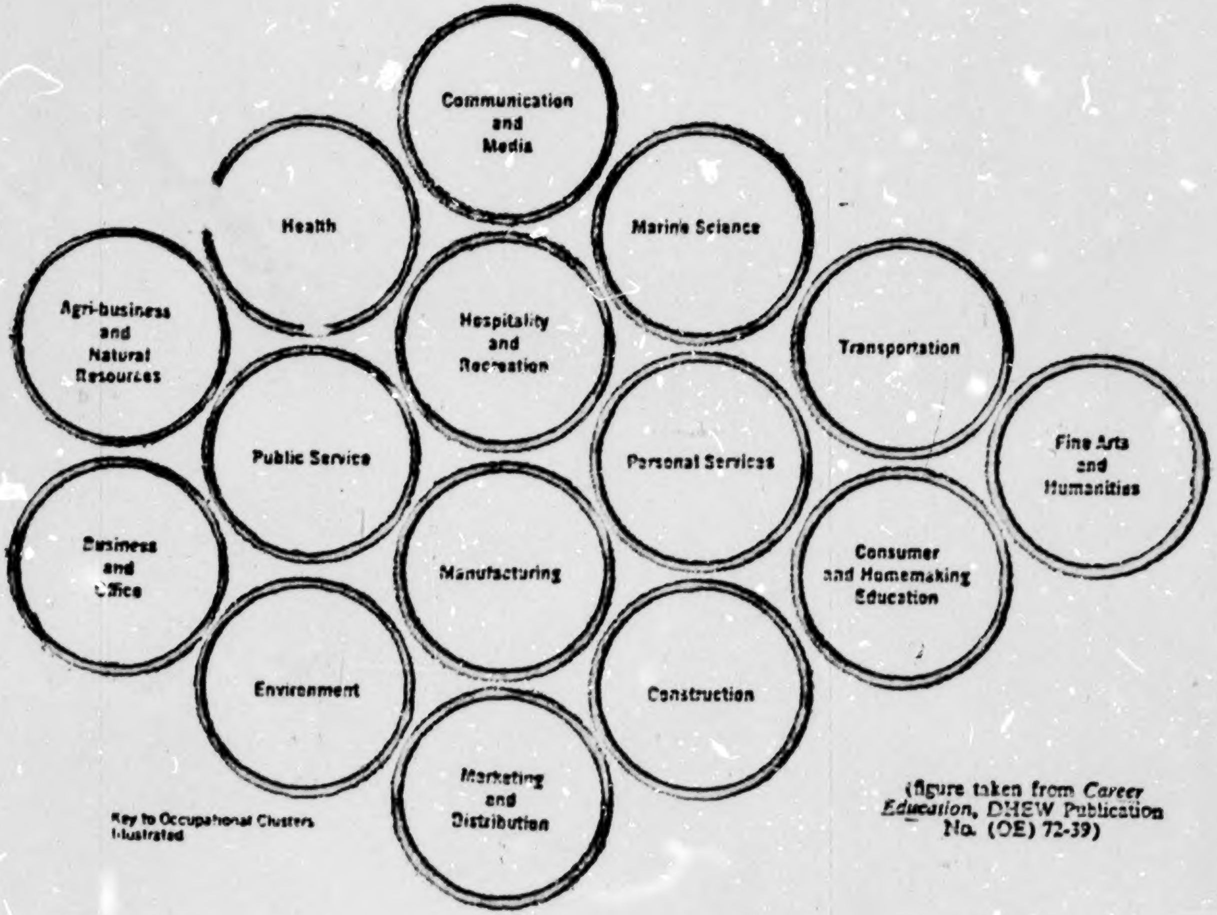
JUNIOR HIGH

Level: Exploration
Grades: EIGHTH & NINTH — Individual review and exploration

SENIOR HIGH

Level: Job Preparation
Grades: TENTH, ELEVENTH & TWELFTH — Specific training

*By the end of the seventh year all students will have had minimal exposure to all clusters.


Communication
and
Media
Health
Marine Science
Agri-business
and
Natural
Resources
Hospitality
and
Recreation
Transportation
Public Service
Personal Services
Fine Arts
and
Humanities
Business
and
Office
Manufacturing
Consumer
and Homemaking
Education
Environment
Construction
Marketing
and
Distribution

Key to Occupational Clusters Illustrated

(figure taken from *Career Education*, DHEW Publication No. (OE) 72-39)

These guides have been written in order not to shortchange any of our students in career education (as this will be the first year of the program). The committee hopes that as the full implementation of career education develops, the emphasis on the different levels will more nearly coincide with the Missouri Model.

Basic Education- teachers may select appropriate activities (as needed from the master guide) to fit the individual student's chronological and mental needs and abilities.

TABLE OF CONTENTS

COMMUNICATIVE ARTS

Beginning French I 1
Communication Skills 2
Debate I 3
Developmental Reading 4
English IV 5
Film as Literature 6
Humanities 7
Intermediate French I 8
Journalism I 9
Spanish Culture 10
Spanish I 11
Spanish II 12
Speech I 13
Vocational English 14

FINE ARTS

Allied Arts 15
Art I 16
Art II 17
Art III & IV 18
Band 19
Clay 20
Concert Choir 21
Girls & Boys Chorus 22
Individual Jazz Ensemble 23

MATHEMATICS

Algebra I 24
Algebra II 25
Basic Math 26
Elementary Functions & Analytical Geometry 27
Geometry 28

PHYSICAL EDUCATION

Health 29
Physical Education 30

PRACTICAL ARTS

Business Education

Advanced Typing 31
Beginning Shorthand 32
Beginning Typing 33
Bookkeeping 34
Clerical Practice 35
Secretarial Practice 36

Home Economics

Basic Home Economics 37
Child Development 38
Creative Foods 39
Extra Form Sheet 40
Housing & Interiors 41
Wardrobe Planning & Clothing Construction 42

Industrial Arts

Basic Woodworking 43
General Architectural Drawing 44
General Metals 45
Industrial Crafts 46
Mechanical Drawing 47
Understanding Electricity 48
Woodworking 49
General Shop 49a

Vocational Education

COE 50
Drivers Education 51

SCIENCE

Chemistry 52
Ecology 53
Human Physiology 54
Intro. to Organic Chemistry 55
Physical Science 56
Physics 57
Biology 57a
Zoology 58

SOCIAL SCIENCE

America Between the Great War & the Depression . . 59
Anthropology & Archaeology 60
Child Adolesence Psychology 61
Civil War & Reconstruction 62
Contemporary Issues 63
Democracy VS Communism 64
General Sociology 65
Geography of U.S. 66
History of American West 67
Social Problems 68
The City 69
The New Frontier 70
Women in History 71
Family Living 71a

USE OF THIS GUIDE

This guide has been prepared as a suggested beginning for teachers' use. Recognizing time limitations, the committee included first semester courses only. The committee hopes that this guide will stimulate further creation of activities relevant to students' and teachers' needs. Space is provided for the purpose of adding new objectives, activities, resources and evaluation for both the first and second semesters.

The committee referred to the faculty course description booklet in the preparation of this guide.

Departments are listed alphabetically. Courses within departments are listed alphabetically.

s-1 SUBJECT AREA Beginning French I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To compare differences in values and mores of French speaking people as they relate to the student. ACTIVITY: Student will discuss the custom of drinking wine and discuss its moral implication in our culture.	Films Magazines Teacher	Group discussion on differences in values of the French speaking people and English speaking people.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupations which are related to the knowledge of French. ACTIVITY: Discuss the cluster poster on the bulletin board. Select one occupation and research in DOT. Discuss the duties and responsibilities of an interpreter for the United Nations.	Poster Teacher DOT Library, UN	Oral presentation of research findings of an occupation related to French.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To assess his present skills as they relate to career planning. ACTIVITY: Student will write to the Rotary Club in Paris inquiring about job opportunities for a young person who knows little French but who is interested in living for a year in that city. Give qualifications and skills.	Guidance counselor Teacher Librarian Rotary Club International	Letter assessing his present skills in terms of an occupation in Paris.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To strengthen the basic skills in French in preparing for an occupation using the basic skills learned in this course. ACTIVITY: Student will read six want ads in a French newspaper and compare with six want ads in a St. Louis paper.	French newspaper St. Louis newspapers	Oral presentation of comparison, emphasizing types of positions, salaries, training, etc.

SUBJECT AREA Communication Skills

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To assess self in terms of aptitudes and interests. ACTIVITY: Students will review the results of Kuder Preference test, will take the DAT, and write a paragraph concerning the areas in which he appears to have aptitudes and interests.	Results of Kuder and DAT tests	Paragraph summarizing his assessment of himself in terms of aptitudes and interests.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupations of interest. ACTIVITY: Student will: make a list of 25 occupations he is remotely interested in; select 2 occupations he is most likely to pursue; write a job description of each and view filmstrip "Preparing for the World of Work."	Filmstrip "Preparing for the World of Work" DOT Counselor Library Occupational Handbook	Descriptions of 2 occupations student is most likely to pursue.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify and practice the skills needed in getting a job. ACTIVITY: Student will: 1. Prepare an application letter and data sheet and participate in a mock job interview which will be taped. 2. Critique mock video taped interviews by teachers. i.e.teachers will show effective and ineffective behavior.	Films: "Getting and Keeping Your First Job" "Your First Job"	Application letter and data sheet. Taped mock interview.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To employ the results of the above skills and knowledge to determine what further preparation is needed. ACTIVITY: Using basic communication skills, student will write a paper indicating further skills needed to enter both occupations of his choice. Teacher will discuss the salability of these skills.	Textbook DOT Occupational Outlook Handbook Counselor's File	A summary of future preparation needed for entry into two of the occupations of student's choice.

s-3

SUBJECT AREA Debate

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To be able to practice self-control in an oral presentation of both the negative and affirmative sides of a debatable topic. **ACTIVITY:** Student chooses a position in an emotionally charged topic with which he would agree, then takes the opposite side and analyzes how he felt in both positions.	Peers Library Debate Manuals	Oral analysis of his feelings in discussing both sides of a debatable topic.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To identify those occupations in which debate is a useful tool. **ACTIVITY:** Student will interview local lawyers, office holders, ministers, and others in positions of persuasion, and record direct quotations on the value of debate as a useful tool.	Ministers Lawyers Office holders Chamber of Commerce Political groups	Direct quotations from these people stating their opinions of the value of debate.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To show that contemporary issues in our world have become more open to debate and provide more career opportunities. i.e. diplomats, editors, etc. **ACTIVITY:** Student will research the following topics to determine job opportunities growing from these topics: abortion, drug abuse, women's rights, prison reform, law enforcement, honesty in politics.	Library Debate Manual Magazines Newspaper Congressional Digest Reference Shelf	List of occupations involving contemporary issues that make use of debate skills.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To determine the worth of career planning **ACTIVITY:** Using the skills of debate, student will debate the pros and cons of career planning as it is related to occupational decision making. i.e. developmental theory vs. accidental theory.	Library Counselor Teacher Debate Coach	Debate on the worth of career planning.

SUBJECT AREA Developmental Reading

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To improve self concept through success in reading. **ACTIVITY:** Student will read material that he can read successfully and some that is difficult reading and report the reinforcement that he observed in himself when he could read successfully.	Self Reading materials FS 2363 Understanding Myself	Conference with the teacher exploring his feelings about his ability to read with success.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To identify the importance of reading in occupational choice. **ACTIVITY:** Student will read want ads and cut out those he can read with ease and those he has difficulty understanding. He will paste them on two separate posters as a visual.	Newspaper ads	Posters depicting visually the jobs for which he can read want ads and the jobs for which he cannot.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To identify those occupations where emphasis is placed more on oral communication than on reading communication. **ACTIVITY:** Student will participate in a brainstorming discussion with a list on the blackboard of those occupations which emphasize more oral communication than those which require more reading and writing skills.	The group FS 2351 Planning Ahead After High School	A list of occupations which require more oral communication than other types of communication.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To identify and learn the vocabulary used in the want ads he found difficult to read. **ACTIVITY:** Using the basic skills of this course, student will identify those words in the want ad section that he does not know and become familiar with their meaning.	Want ad posters and dictionaries	Test on his individual vocabulary as he has identified it.

SUBJECT AREA English IV

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To assess the student's goals in terms of a successful life. ACTIVITY: After deliberation and definition of terms, write a paper entitled: "What Success Means to Me."	Dictionary Biographies Autobiographies	A paper assessing his personal goals in terms of success.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To determine the overall aspects of a particular occupation of interest i.e. civil engineer, airline stewardess, novelist, truck driver, etc. ACTIVITY: Student will research the occupation through DOT, personal interviews, etc. and assemble the material into a lively, readable diary as being related by a person in that occupation. The title may be "Two Days in the Life of John Arthur, Civil Engineer."	Library Biographies Autobiographies	An informative, realistic portrayal of a specific occupation to be filed with occupational material and used by other students as reference.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To answer the question, "What salable skills do I have now?" ACTIVITY: Student will: Confer with the guidance counselor to help him define his skills; read the want ads to determine positions he thinks require his skills; list all skills he is aware of; visit the local employment office to see if his skills fit.	Newspapers Counselor Employment office FS How to Find a Job for Yourself	A list of salable skills to use when he writes a resume or applies for a job.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of English IV to determine an assessment of salable communication skills. ACTIVITY: Using the basic skills learned in this course students will make a list of those occupations which require a high degree of proficiency of communication skills, i.e. copy editor, secretary, teacher, historian.	Occupational Handbook Pen and Scroll The Writers Teachers' Professional Journals	A list of occupations requiring a high degree of proficiency in communicative skills.

SUBJECT AREA Film in Literature

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show the relationship between understanding self and his choice of films. ACTIVITY: Each student will list his 5 favorite movies. He will study his list and write a short paper on what the list shows him about himself.	Films *FS-2363-Understanding Myself	A paper in which the student analyzes himself in relationship to his choice of films.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupations related to film production. ACTIVITY: Each student will research the "Making Contact" series concerning film production, i.e. acting, editing, set design, techniques, and will write job descriptions on film occupations of his choice.	"MAKING CONTACT" series DOT Occupational Handbook Brochures and pamphlets from MGM, etc.	Identification of the various occupational opportunities in film making.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To research opportunities for training in a specific occupation related to film production. ACTIVITY: Student will use the data that he secured in Domain No. 2, then write to colleges, universities, film making studios, acting schools, etc. and secure a variety of information on that occupation.	Colleges, Acting schools etc. *FS-2343-How To Find a Job for Yourself	Answer to the question: "Where can I get training in a particular film related occupation?"
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To provide an opportunity to create a short story adaptable to film making and show related occupations evolved therefrom. ACTIVITY: Using the basic skills learned in this course, student will write a short story that can be adapted to filming, comparing the kinds of occupations that would evolve from this production and compare with a list of those occupations that would evolve from publishing this story.	Textbooks	Short story adaptable for filming or publishing.

s-7 SUBJECT AREA Humanities

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To emphasize the universality of man. ACTIVITY: Student will read 5 literary selections on a specific topic i.e. growing up, in different cultures and will make comparison in terms of commonality orally or written emphasizing universality of man.	Library textbooks magazines, slides humanities sets SFS 2559 No Man is an Island: An Inquiring into Alienation SFS 2563 An Inquiring into the Nature of Man	Oral or written comparison of the 5 cultures pointing out universality of man.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To learn why modern man has more time for leisure than ever before in history. ACTIVITY: Students will view the humanity slides and will write a paragraph showing why the use of leisure time is increasingly important.	Humanities films 1001 Art: What is It? Why is It 1002 Art and Architecture of the Middle Ages 1003 The Humanities, What They are and What They Do	Paragraph explaining why the choice of leisure activity is becoming increasingly important.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To learn how values are related to decision making. ACTIVITY: Students will read an essay on Alfred Nobel and will identify in a paragraph something he values most and how it can relate to job performance.	Library Textbooks	Paragraph identifying values as they relate to occupation.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: Using the humanitarian values developed in this course show the range of skills and activities of an occupation of interest to student. ACTIVITY: Using the basic skills learned in humanities students will make visual representations--create a collage depicting an occupation of interest showing many facets of the occupation.	Magazines i.e. tear sheets original drawing	Visual representation showing numerous facets of an occupation of interest.

SUBJECT AREA Intermediate French I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To determine his degree of comfort and ease with oral French. ACTIVITY: The student will tell a joke in French and discuss his reaction to this experience.	Comic Books Magazines Humor Books	The student's discussion and exploration of his feelings concerning his experience.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore the job qualifications of a buyer in France. ACTIVITY: Student will interview an American buyer who travels in France and tape interview.	Buyer who travels in France St. Louis department store chain	A taped interview to play for the class.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To answer the question, "How does one get information on entering Sorbonne?" ACTIVITY: Student will write or call the French consul in St. Louis asking for information on Sorbonne procedures for entering the Sorbonne and report to French I Class.	French Consulate in St. Louis	Oral report to French I Class on procedures to enter the Sorbonne.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To apply basic French skills to a position as secretary. ACTIVITY: Using the basic skills learned in this course in French, student will write a letter to a perfume company in Paris explaining that he has not received a shipment of perfumes. He will ask for directives on procedures.	Text Teacher	Letter written in accurate French and in correct business style.

s-9 **SUBJECT AREA** Journalism I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify the roles played under stress situations to meet a deadline. ACTIVITY: Six students will be under a stress situation to meet a deadline for publication. Peers in the group will identify by observation the roles played by each member under stress situations. i.e. organizer, clarifier, resource person, etc.	The group	Members report on how they saw each other under stress.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To familiarize the student with career opportunities in journalism. ACTIVITY: Students will view a film on newspaper production. Students will take a trip to a large metropolitan newspaper and observe the different activities necessary in producing a newspaper. Write a report on the various occupations in producing a newspaper.	Newspaper publishing firm Film: "Producing a Newspaper" --Post Dispatch	Report on each of 3 careers responsible for producing a newspaper.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To make students aware of all the different skills to be studied to prepare as a journalism major. ACTIVITY: Students will write for recommended courses of study spelling out the scope and variety of courses that need to be taken at the college level and compile a list emphasizing the variety of courses.	College catalogs Journalism professors	A list of the variety of courses required for a journalism major.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the skills of journalism and produce a yearbook for school publication. ACTIVITY: Using the basic skills learned in this course each student will participate in the production of a yearbook with assigned responsibilities that are both individual and cooperative and relate to a career in journalism. Teacher will discuss salability of these skills.	Textbooks Teacher	Yearbook produced by students.

SUBJECT AREA Spanish Culture

s-10

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To assess his personal characteristics for living and working in a foreign country. **ACTIVITY:** Through group discussion students will make lists of advantages and disadvantages of life in a foreign country, each relating to his personal traits and needs.	Foreign Consulates	**List of advantages and disadvantages with a brief personal statement of conclusion.**
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To answer the question: "How far does the U. S. dollar go for retirement in Mexico?" **ACTIVITY:** Student will write the mayor of Cuernavaca, Mexico, or any other retirement area for information concerning American retirement in his city. Ask for all material pertinent to the retirement area, brochures, rental costs, etc.	Banks Retirement Centers in Mexico Chamber of Commerce	**A bulletin board showing visually an American retirement area as is currently popular in Mexico.**
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To investigate occupational opportunities in the travel world, i.e. guides, hostesses, chauffeurs for tours, ship nurses, entertainers, etc. **ACTIVITY:** Students will interview travel agency personnel concerning availability of jobs, training, how to apply, where to apply, etc. Compile material on posters.	Travel Agencies Poster paper Magazines Airlines Ship lines	**Posters depicting occupations in the travel world.**
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To answer the question, "What basic skills should I emphasize in high school in order to become a recreation leader on a cruise ship?" **ACTIVITY:** Student will write a letter for data for a narrative theme to Cunard Lines or any other major cruise lines posing this question.	Ship lines	**A short narrative theme in which he shows specifically how the basic skills contribute to a successful recreation leader.**

SUBJECT AREA Spanish I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To compare differences in values and mores between Spanish-speaking people as they relate to him. ACTIVITY: Student will view a film on bull fighting and discuss its moral implications.	Film	Group discussion on differences in values of the Spanish speaking people and English speaking people.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupations which are related to the knowledge of Spanish. ACTIVITY: Discuss the cluster poster on the bulletin board. Select one occupation and research in DOT. Discuss the duties and responsibilities of an interpreter for the United Nations.	Poster Teacher DOT Library, UN	Oral presentation of research findings of an occupation related to Spanish.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To assess his present skills in Spanish. ACTIVITY: Student will write to the Chamber of Commerce in Buenos Aires inquiring about job opportunities for a young person who knows little Spanish but who is interested in living for a year in that city. Give qualifications and skills.	Guidance counselor Teacher Librarian	Letter assessing his present skills in terms of an occupation in Buenos Aires.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To strengthen the basic skills in Spanish in preparing for an occupation. ACTIVITY: Using the basic skills learned in this course student will read six want ads in a Spanish newspaper and compare with six want ads in a St. Louis paper.	Spanish newspaper St. Louis newspaper	Oral presentation of comparison, emphasizing types of positions, salaries, training, etc.

SUBJECT AREA Spanish II

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To determine his degree of comfort and ease with oral Spanish. **ACTIVITY:** Student will order a meal in a Mexican restaurant in St. Louis in Spanish without resorting to English throughout the dinner hour and discuss his feelings after the experience.	Mexican restaurant Other Spanish-speaking dinner guests and waiters.	The student's discussion and exploration of his feelings concerning his experience.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore the job qualifications of an English teacher in a South American country. **ACTIVITY:** Interview a retired local teacher who has taught in a Venezuelan American school for 25 years to get material for a dialogue presentation.	Local teacher	Written dialogue presentation.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To answer the question, "How do salaries in Panama compare with salaries in the U. S. for the same job?" **ACTIVITY:** Student will write or call the Panamanian consul in St. Louis asking for his government's latest statistics on income by occupation and profession. Compare these with the same occupation in the United States.	Panamanian Consulate DOT Occupational Handbook	Discussion of salary comparisons.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To apply basic Spanish skills to a position as secretary. **ACTIVITY:** Using the basic skills learned in this course student will write a letter to a lumber company in Honduras explaining that he has not received at the shipping docks in St. Louis a barge of lumber due there June 13. Ask for directives. Teachers will discuss the salabilty of these skills.	Text Teacher	Letter written in accurate Spanish and in correct business style.

SUBJECT AREA Speech I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To be able to identify what a person communicates non-verbally. ACTIVITY: Student will choose peers without their knowledge and observe their non-verbal communication and record what they are communicating.	"Non-Verbal Communication" See appendix	Record of observations that identify non-verbal communication of feelings, attitudes, and reactions of others.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify occupations where oral presentation skills are emphasized. ACTIVITY: Student will make a collage of people performing in those occupations that require oral presentation.	Magazines Tear sheets Brochures	Collage depicting those occupations in which oral presentation skills are emphasized.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To acquaint the student with places for further training in speech. ACTIVITY: Student will make a bulletin board display of catalog information from schools that offer specialized training for persons interested in careers that require speech as a professional skill.	College catalogs Bulletins Brochures, etc. from institutions that offer special training in speech. *FS 2324 College and Career	Bulletin board showing schools that offer specialized training in speech.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To assess the skills in speech presentation and relate these to the degree of comfort in choosing an occupation involving oral presentation. ACTIVITY: Using the basic skills learned in Speech I, student will visit the local Toastmasters' meeting and introduce himself, giving a short autobiography.	Toastmasters' Club *FS 2365 Are You an Interesting Person?	A personal assessment of his degree of comfort in oral presentation.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To assess one's own strengths and weaknesses **ACTIVITY:** Student will evaluate himself for a particular job and write a resume.	Self-inventory Personality test inventory Counselor FS 2524 Who Am I? The Search for Self	Self-evaluation Resume
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To analyze work-leisure relationships. **ACTIVITY:** Student will interview a person employed in an occupation of interest. He will determine how work and leisure time are related in that occupation and demonstrate interview skills.	Employees in the community Library Senior citizens	Interview Illustration of relationship between work and leisure worlds of an occupation of his interest.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To investigate the requirements of an occupation. **ACTIVITY:** Student will research a job of his choice for oral or written presentation and will be a resource to others on his researched occupation.	DOT material Interview Library Guidance Office	Oral or written presentation of findings.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To use the basic skills learned in Vocational English to spell correctly the 100 most commonly misspelled words. **ACTIVITY:** Using the basic skills learned in this course student will spell the 100 most commonly misspelled words.	Textbook Teacher	Test over the 100 most commonly misspelled words.

SUBJECT AREA Allied Arts

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To intensify the student's awareness of his cultural environment. ACTIVITY: Students will take a field trip and take pictures for a photographic essay on "The City of Festus". They will include shots of places, people, and architecture found in the community.	Camera Film Local environment	A photographic essay on the city of Festus including places, people and architecture.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify 10 occupations dealing with cultural and environmental services. ACTIVITY: Students will answer the question: "If you could choose 10 occupational services, which ones would you choose to consult for the purpose of improving the cultural and environmental atmosphere of Festus?"	DOT Occupational HANDBOOK Counselor's Occupational File Library Films	The answer to the question "If you would choose 10 occupational services, which ones would you choose to consult for the purpose of improving the cultural and environmental atmosphere of Festus?"
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To determine preparation for museum related occupations. ACTIVITY: Students will interview personnel at the St. Louis Art Museum and list the occupational preparation necessary for the various jobs available.	Personnel at the Art Museum	A list of occupations, necessary training, etc. for each and availability of training.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills in Allied Arts to assess personal environment. ACTIVITY: Using the basic skills learned in Allied Arts, the students will inventory their personal environment, i.e. record collection, souvenirs, etc. and write a report on how this course in Allied Arts has or has not effected changes in his personal taste.	Text Student's residence	A report assessing the effect of this course as it has or has not changed personal taste.

SUBJECT AREA Art I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To generate self-disclosure through art. **ACTIVITY:** Students are asked to make up a brochure advertising themselves.	Sheets of colored paper, variety of materials which lend themselves to collage such as catalogs, postcards, newspapers Glue, stapler, tape *FS 2365	A brochure describing self.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To identify occupations related to the study of art. **ACTIVITY:** Students will write a short paragraph showing how each of the occupations indicated on the cluster sheet relate to art.	See appendix for cluster sheet	A paragraph on each occupation and how it relates to the study of art.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To explore further training opportunities in art. **ACTIVITY:** Students will interview a speaker on art education and tape interview for junior high art classes.	See appendix for Metropolitan Directory of Speakers and Field Trip Resources	A taped interview exploring further training opportunities in art.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To provide an opportunity for students to display their skills as learned in Art Il **ACTIVITY:** Using the basic skills learned in Art I, students will participate in an art show at the end of the course.	Art materials PTA	An art exhibit.

s-17 **SUBJECT AREA** Art II

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To generate self-disclosure through art. ACTIVITY: After a brief introduction to heraldry the students will be asked to design their own coats of arms.	Sheets of paper and drawing instruments for each participant	A coat of arms indicating what he would like others to know about himself.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupational opportunities related to ornamental iron sculpture. ACTIVITY: Students will visit a local artisan in his shop and interview him concerning the variety of work requested from him.	Local ornamental iron sculptor	A list of the occupations related to iron sculpture.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To explore the art training programs at Kansas City Art Institute and the Chicago Art Institute. ACTIVITY: Students will compare the material from both schools considering program, admission, etc.	Kansas City Art Institute Chicago Art Institute	A program comparison of art training opportunities.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the skills learned in art for the purpose of exploring art occupations. ACTIVITY: Using the basic skills, students will prepare a montage or collage to represent the occupational opportunities related to art.	Art materials Tear sheets Magazines, etc.	A montage or a collage depicting art occupation.

SUBJECT AREA Art III & IV

s-18

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To generate self-disclosure through art. **ACTIVITY:** Comic strip: Students are asked to divide their paper into 12 sections In each section they are to illustrate a peak experience from either a group or from life.	Large sheet of paper and a drawing instrument for each person.	A comic strip illustrating 12 peak experiences in his life.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore art related occupations in photography. **ACTIVITY:** Students will visit a photography studio and interview on tape a photographer for an explanation of the art related occupations within photography.	Local photographer in his studio. *FS 2856 The Camera *FS 2861 Photography	A taped interview to be shared with the Art I class.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To identify the training opportunities as a cartographer in the military services. **ACTIVITY:** Students will participate in a discussion with representatives from the branches of the armed services, and using sketchbook make portfolio depicting a cartographer at work.	Sketchbook Art materials	A portfolio of occupations relating to cartography.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To identify the basic skills needed in advertising layout. **ACTIVITY:** Using the basic skills of Art III & IV students will make a layout for a department store ad. Teacher will discuss the salability of these skills.	Art supplies	An advertising layout.

s-19 SUBJECT AREA Band

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify his own feelings about himself and others when he performs in band. ACTIVITY: Students will write a paper answering the question, "How I feel about myself and others when I play in the band."	Paper, pencil	A paper identifying the feelings of each band member when he performs.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify occupations that are band related. ACTIVITY: Students will tour the 7 floors of the Ludwig/Aeolian Music Store, see all types of musical instruments and equipment, visit "Cave" where local groups meet and rehearse. They will collect materials and make a bulletin board.	Magazines Brochures Ludwig/Aeolian Music Store Cave	A bulletin board depicting band related occupations.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To explore the professional and training schools that provide further training for band related occupations. ACTIVITY: Students will interview members of the St. Louis Symphony and do a career profile on each, emphasizing preparation and local opportunities for further training.	Members of St. Louis Symphony	A career profile which includes training and preparation and where these can be secured locally.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills in Band under the constant pressure of performance. ACTIVITY: Using the basic skills learned in band, students will perform at the county musical festival.	Band instruments	Performance and rating

SUBJECT AREA Clay

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To generate self-disclosure through art. ACTIVITY: Each student will make a face mask of clay which represents how he sees himself most of the time.	Clay, art materials, etc. *FS-2363-Understanding Myself	A face mask that represents the student's self concept.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore the opportunities related to ceramics. ACTIVITY: Students will participate in a discussion with a pottery and ceramics person and list those occupations available through ceramics.	Local ceramics teacher	A list of occupations that are ceramics related.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify training opportunities for ceramic engineering. ACTIVITY: Students will interview a ceramics engineer from a local industry and write a summary of those training opportunities available.	Local ceramics engineer *FS-2324-College and Career	A list of training opportunities available for ceramic engineering.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To provide an opportunity to use the basic skills used in this course as an occupation related activity. ACTIVITY: Using the skills learned in this course, students will display and merchandise clay objects in a ceramic show. Teacher will discuss the salability of those skills.	Art lab Clay, wheels, etc.	Ceramic show and sale.

s-21 SUBJECT AREA Concert Choir

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To explore personal feelings on how he feels on being chosen as a member of a select group. **ACTIVITY:** Reading unfamiliar music, students will audition for Concert Choir. Students will discuss in dyads their feelings of inclusion in a select group, i.e. pride, responsibility, modeling behavior for peers.	Unfamiliar music Piano Peers *FS-2327-To Be Somebody	Dyad discussion of their personal feelings on being included in a select vocal group.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To learn about the training, life style, and benefits of an occupation whose basic skill is vocal music. **ACTIVITY:** Student will research the life of a renowned vocalist and plan a class presentation using audio-visual material and narration. i.e. temperament, training, talent, life style, etc.	Library Audio-visual equipment	Class presentation on a renowned vocalist to show facets of a career in vocal music.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To acquaint students with opportunities for further training other than colleges and universities. **ACTIVITY:** Students will research the procedure for applying to sing with a local group, i.e. St. Louis Muny Opera, Six Flags.	Staff from local performing groups	Research information and resulting correspondence from local groups.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To demonstrate vocal skills learned in this course. **ACTIVITY:** Using basic skills, students will volunteer to perform with a youth choir. i.e. Scouts, Sunday School, etc. Teacher will discuss the salability of these skills.	Local singing group	Performance with local choirs.

SUBJECT AREA Girls and Boys Chorus

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To intensify the student's awareness of his cultural environment. ACTIVITY: Student will sing foreign songs and discuss what aspects of culture they reflect as these aspects relate to his cultural environment.	Sheet music Instruments *SFS 2529 The Story of America's People	Discussion revealing student's awareness to his environment.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explain why singing can be a valuable leisure activity. ACTIVITY: Students will list as many situations as they can think of where singing could be a leisure activity. i.e. church choirs, day camps, Scouting, chorales, group singing.	Local singing groups	List to be placed on the bulletin board or read aloud of worthwhile leisure activities that involve the knowledge of singing.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To answer the question: "How can I break into the vocal recording business?" ACTIVITY: Class will invite a promoter of vocalists to discuss with the class the answer to this question. They will tape this discussion for future use.	Promoter knowledgable about recording artists.	Taped discussion to be filed for future use.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To perform under stress with others at top level in a disciplined situation. ACTIVITY: Using the basic skills learned in this course student will perform with his group at the county music contest. Teacher will discuss the salability of these skills.	County music contest	Evaluation by judges.

SUBJECT AREA Individual Jazz Ensemble

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify feelings related to jazz. ACTIVITY: Students will answer in written form the question: "How does jazz make me feel?"	Records Instruments Sheet music Music library *SFS 2540 Audio-Visual History of Jazz	A written answer to the question: "How does jazz make me feel?"
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify the occupations as they are expressed through the lyrics of music. ACTIVITY: Students will explore music and list 10 occupations that are no longer considered viable.	Music library *R 4045 Songs of the Depression *R 4046 Days of '49 Songs of the Gold Rush *R 4055 Am. Industrial Ballads *R 4096 Dust Bowl Ballads	List of 10 vanishing occupations as found in lyrics of music.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify the need for retraining as a musician to meet changing demands in the public taste for music. ACTIVITY: Students will interview 2 local band leaders for their impressions on the need to retrain to meet public tastes and write a short paragraph for each.	2 local band leaders	A short paragraph discussing the retraining needs of musicians to meet public taste.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills learned in Individual Jazz Ensemble to entertain others. ACTIVITY: Using the basic skills learned in Individual Jazz Ensemble, the students will entertain an audience at PTA, hospital, etc. Teacher will discuss the salability of these skills.	Musical instruments	A performance to entertain others.

SUBJECT AREA Algebra I

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To provide self-satisfaction in problem solving in math. ACTIVITY: Student will solve problems that he can do with ease and will report orally his satisfaction. Student will compare and share the new experience with past experiences that have given him the feeling of failure or frustration.	Text Teacher Class Counselor	Class discussion of feelings toward problem solving in math.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify those occupations that use proportions for pricing. ACTIVITY: Student will chose one occupation where knowledge of the relationship between proportion and pricing is important to job performance. i.e. problem of mixing nuts which have different prices to sell for a unitary price.	Textbook	Solution to the problem and identification of the occupations that use these skills.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To explore those careers that require algebra as a fundamental tool or basic skill for further training. ACTIVITY: Students will research college catalogs and technical school bulletins and identify higher level math requirements as based on the prerequisite of Algebra I and list higher math courses which have a basis of Algebra I.	Counselor Counselor files	List of higher math courses needed for occupations.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To identify the occupations in the transportation field that use algebraic skills and computations. ACTIVITY: Using the basic skills learned in Algebra I, student will solve problems for railroads and barge lines. Teacher will discuss the salability of these skills.	Teacher Text	Solutions of the problems of railroad and barge lines.

SUBJECT AREA Algebra II

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To provide self-satisfaction in problem solving in math. ACTIVITY: Student will solve problems that he can do with ease and will report orally his satisfaction. Student will compare and share the new experience with past experiences that have given him the feeling of failure or frustration.	Text Teacher Class Counselor *FS 2363 Understanding Myself	Class discussion of feelings toward problem solving in math involving success and failure.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify those occupations which might use the skills of proportion solutions. ACTIVITY: Students will research the occupations of pharmacist, chemist, and related occupations to determine the necessary Algebra II skills needed to pursue these occupations.	Occupations Handbook Text Local pharmacists and chemists	List of Algebra II skills to be used in researched occupations.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To show the relationship in Algebra II of stating a hypothesis and conclusion of theorems to the decision making process in student's occupational choice. ACTIVITY: Student will state the hypothesis and conclusion of a theorem and relate to occupational decision making. i.e. will identify the problem, collect the data, test the data, and draw conclusions parallel to occupational interests.	Text Teacher	A collection of data (i.e. interests, experience, training) that is identifiable in terms of hypothesis and conclusions relative to an occupational choice.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To apply data outside a lab setting to occupational decision making. ACTIVITY: Using the basic skills learned in this class, student will take the data that he has secured and use it as a resource for a mock interview.	Faculty Classmates	A mock interview using basic skills of occupational decision making.

SUBJECT AREA Basic Math

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify roles of group members in problem solving. ACTIVITY: Students in small groups will solve a difficult math problem and discuss the roles of each group member as it relates to the task and process of the group. i.e. task of getting the job done, process of communication among group members.	See appendix for math games *FS-2372-How Can I Understand other People	Discussion of the roles played by group members in problem solving.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify the occupations in which math is an important tool. ACTIVITY: Students will identify occupations where the following activities are relevant: receipts, square footage, insurance rates, orders, taxes, and list those occupations which rely heavily on the basic skills of math.	Library Counselor Texts	List of those occupations which rely heavily on the basic skills of math.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To plan training for 2 occupations in math related fields. ACTIVITY: Students will review the math cluster and research 2 occupations as to preparation. They will share their data with the class.	See appendix for math cluster	Oral report to class on how one prepares for entering 2 occupations that are math related.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use scaling as a tool in an occupations visual. ACTIVITY: Using the skills learned in basic math relative to scale drawings, student will explore the occupations of drafting, interior design, architecture, pattern making, etc. and make scaled visual. Teacher will discuss the salability of these skills.	Text Architect Designer Machinist Int. Decorator	Scaled visual and a discussion of those occupations which rely heavily on the math skill of scaling.

s-27 SUBJECT AREA Elementary Functions and Analytic Geometry

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To develop self pride in mastering difficult concepts of math. ACTIVITY: Student will find the probability of rolling two dice and getting a seven He then will be given the opportunity to express satisfaction both in the mathematical problem solving and in the physical tossing of the dice.	Dice	Visible and mental satisfaction in problem solving.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To determine some occupations that use the skills taught in this course. ACTIVITY: Students will figure acreage in an irregularly shaped lot and list 4 occupations which might require this skill. Students will figure the amount of interest paid on a $20,000 loan for 30 years and list 4 occupations that might require this skill.	Text Teacher	List of occupations that might require the knowledge of computing acreage and figuring interest.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To acquaint students with colleges, universities, etc. where he can secure further training in occupations using the skills taught in this course. ACTIVITY: Student will attend 3 sessions at Career Day and write a summary of his findings with regard to areas of further training.	Speakers at Career Day sessions.	Written summary of findings on further training in student's field of interest.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To assess student's level of achievement for further occupational training. ACTIVITY: Using the basic skills learned in this course, student will take a pretest in calculus.	Text Teacher	Assessment of student's level of achievement for further math training, preferably in calculus.

SUBJECT AREA Geometry

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To relate frustration to task performance using geometric figures. ACTIVITY: Student will solve the puzzle "The Mutilated Cross" and discuss how frustration was related to the task.	"The Mutilated Cross" See appendix.	Group discussion and interaction pertaining to frustration level of individual when performing tasks.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify those occupations that use geometric skills. ACTIVITY: Students will relate the occupations of machinist, architect, and bricklayer as they pertain to solving problems in geometry, i.e. finding the exact center of a given circle in stock metal, dividing an angle into 2 equal angles.	Text Machinist Bricklayer Architect	Solution to problems and how they relate to these occupations.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To determine where one can get training for those occupations that require skill in geometry. ACTIVITY: Students will write to colleges, universities, trade schools, and trade unions to secure information on what training is provided for these occupations.	Colleges Counselor Counselor files	Portfolio of schools and other training sources.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: Using the basic skills of geometry, i.e. Pythagorem Theorem, to relate geometry to the occupations of carpenter and plumber. ACTIVITY: Students will compute right angles. sides of right triangles, make corners and squares and show how they are relevant to the occupations of carpenters and plumbers. Teacher will discuss the salability of these skills.	Text	Oral discussion of the relationship between installation of bathroom plumbing and the Pythagorem Theorem.

SUBJECT AREA Health

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To show that physical well-being is related to personality development. **ACTIVITY:** Students will list those physical limitations, i.e. intoxication, asthma, loss of hearing, color blindness, addiction, as they affect personality development.	Text Library Films *FS 2356 Keeping Myself Healthy and Safe	A list of physical limitations that affect personality development.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To help students explore related health occupations. **ACTIVITY:** Students will in a 3-minute period list all health related occupations they can; will research additional health related occupations; and as a post-test, will in a 3-minute period, list those health related occupations and compare his first and last list.	Text Counselor's occupational file DOT Library	A pre- and post- list of health related occupations.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To identify the preparation needed for a health related occupation of interest. **ACTIVITY:** Students will write a description of the training needed for a health related occupation, where training is available and what preparation he needs to enter the training program.	Text Counselor's occupational file DOT Library	A written description of the training needed in a health related occupation of the student's interest.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To teach the knowledge of first aid and its importance to others. **ACTIVITY:** Using the first aid skill learned in this course, the students will demonstrate to elementary school children the necessity of first aid knowledge. Teacher will discuss the salability of these skills.	Bandages Text Splints First aid kits	A demonstration of first-aid to elementary children.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify and understand feelings of aggression. ACTIVITY: Each student will participate in a thumb-wrestling contest, i.e. the only body contact will be by thumb. He will discuss what he learned about his desire to win and how he handled his feelings of aggression with his partner.	Classmates	A discussion with his dyad partner of his feelings of aggression in this exercise.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore the opportunities for occupations in recreation camps. ACTIVITY: Students will interview a resource person from the American Camping Association to determine the opportunities for occupations in recreational camping and will prepare a bulletin board showing occupations.	Resource person from American Camping Ass'n.	Bulletin board showing opportunities in occupations in recreational camps.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify the schools which offer specialized training in physical education. ACTIVITY: Each student will list in order of preference those colleges which offer training in physical education.	Counselor Teachers College bulletins Library	List by order of his preference of those schools which offer specialized training in physical education
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To demonstrate the recreational skills learned in physical education. ACTIVITY: Using the basic skills learned in physical education, students will volunteer to cadet teach in elementary schools, for sectarian and non-sectarian day camps, Scout groups, day care centers, etc. Teacher will discuss the salability of these skills.	Camps, nursery schools, elementary schools	Experience in directing recreation for children.

SUBJECT AREA Advanced Typing

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To help students acquire a degree of pride in typing rapidly and accurately. ACTIVITY: Student will type letters and determine their mailability on the basis of established criteria. He will keep a folder containing his typed assignments in order to measure his progress toward meeting the criteria.	Typewriter Textbooks	Folder containing student's work through which he can observe his movement toward meeting the established criteria.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To provide students with a knowledge of the fundamentals of typewriting as used in office procedures. ACTIVITY: Students will type common office forms emphasizing the techniques of proofreading, correcting errors, and preparing carbon copies.	Textbooks Typewriters Forms Erasers Carbon paper	Correctly typed office forms and letters.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To help students prepare for entry into the job market. ACTIVITY: Students will make a collection of application blanks used by businesses. They will inspect, fill out and discuss these.	Application blanks	Completed application blanks for criticism and discussion.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To stress end product quality by emphasizing the importance of accurately using the typewriting skills in writing a letter of application. ACTIVITY: Using the basic skills learned in this course, student will choose a want ad and prepare an application letter and data sheet. Teacher will discuss the salability of these skills.	Want Ad	Graded letter.

SUBJECT AREA Beginning Shorthand

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To stress the importance of a right attitude toward your job, your boss, and your fellow employees. ACTIVITY: Students will use personal rating sheet to analyze himself and to answer the question: "Will I be a good employee in the eyes of my boss and my fellow workers, i.e. accept responsibility, punctual, accept constructive criticism?"	Personal rating sheet	Completed personal rating sheet with suggestions for self-improvement
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To acquaint students with entry level jobs in shorthand. ACTIVITY: Based on student interviews with local personnel officers, students will compile an employee guidebook for entry level jobs. From this source each student will select several jobs he would like to have and prepare his plan to acquire the necessary qualifications.	Local personnel officers	Employee's Guidebook and students' personal plans for training.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To show the importance of appearance and grooming in securing and keeping a job. ACTIVITY: Students will find pictures of well-groomed persons and others not so well groomed. They will use these for grooming posters for discussion relative to appropriateness of dress for the interview, for working in the office etc.	Magazines Newspapers Posters	Posters depicting appropriate and inappropriate dress for the office
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To emphasize the importance of the basic skills of spelling, word division, vocabulary, usage, etc. to success as a stenographer. ACTIVITY: Using basic skills learned in this course, student will take "office-style dictation" with its interruptions, omissions, etc. and produce a mailable transcript. Teacher will discuss the salability of these skills.	Text Typewriter	Mailable transcript showing basic skills learned in the course

s-33 SUBJECT AREA Beginning Typing

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To help student assess his qualities of dexterity as they are related to concentration, correct posture, and appropriate practice attitudes. ACTIVITY: Student will orally assess his own aptitudes in these areas and decide which of these will require the greatest effort. i.e. using background data of piano training, concentration for long periods, etc.	Text Teacher	Student's oral self-analysis
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To acquaint students with numerous jobs that involve typewriting skills. ACTIVITY: Each student will choose and research a different job requiring typewriting and will prepare a report. Students will bring in as many want ads as possible for jobs requiring typewriting and make a bulletin board.	Library Counselor Newspapers	Report on one job requiring typewriting. Bulletin board of want ads requiring typewriting.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To make students aware of the fact that numerous considerations are applicable in decision making regarding a job. ACTIVITY: Students will engage in a discussion of factors to consider when choosing a job: tenure, benefits, opportunities for advancement, salaries, personnel of company, size of company, working conditions, etc.	Library Counselor Text *FS-2309-How To Make a Career Decision	Discussion of the many factors to be considered when choosing a job.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To emphasize the importance of the basic skills of spelling, word division, vocabulary, etc. to accurate, meaningful typing. ACTIVITY: Using the basic skills learned in typing, students will collect for display letters that their parents have received in which the meaning was obscure because of infractions of these basic skills, also newspapers, magazine articles. Teacher will discuss the salability of these skills.	Bulletin board Letters Magazines Newspapers	Bulletin board emphasizing errors in basic skills to be avoided.

SUBJECT AREA Bookkeeping

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To relate the value of time and efficiency to performance of tasks. ACTIVITY: During one class period student will make a time and motion study of his performance and that of a fellow student while solving a simple problem using forms, adding machines, etc. He will use this to determine if he is using his time to best advantage.	Text Forms Adding machine	Results of time and motion study and self-analysis.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To acquaint students with some of the duties most involved in bookkeeping. ACTIVITY: Students will discuss time cards and their use in figuring payroll. Students will take a trip to an automated office to observe the equipment used and the skills required and will pool their information and present to a basic math class in oral form.	Time cards Automated office	An oral report to a basic math class on the equipment used and the skills required in a bookkeeping occupation.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To help students become knowledgeable regarding some company policies and procedures. ACTIVITY: A local personnel director will explain office protocol and discuss some frequent infractions. Students will participate in a question and answer session.	Local personnel officer	Student question and answer session with personnel director.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To show that the basic tools of math and handwriting are of prime importance in bookkeeping work. ACTIVITY: Using the basic skills learned in this course, student will prepare a short income and expense statement and check for accuracy and legibility(without the use of an adding machine). Teacher will discuss the salability of these skills.	Text	Accurate and legible income and expense statement.

SUBJECT AREA Clerical Practice

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To help students assess their personal aptitude and capability with regard to office machines. **ACTIVITY:** Student will participate in a one period "course" during which time he will receive acquaintanceship instruction and operate a variety of machines unfamiliar to him, deciding which ones he believes he can learn with most ease.	Teacher Machines Books Office Machines	Student's oral acknowledgement of the machines he feels he can readily learn.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To point out that knowledge of office machine operation and utilization can be used to obtain a job, seek a promotion or become a more effective employee. **ACTIVITY:** Students will make a survey of machines used by local businesses; will make a list of different types of jobs that involve office machines and will hear speakers from businesses tell how machines are used in their work.	Local businesses	Survey of machines used locally and list of different jobs involving machines. Oral reaction to speakers.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To acquaint students with job opportunities requiring office machine usage in the immediate area. **ACTIVITY:** Students will conduct a limited survey of community employment opportunities relative to kinds of jobs available, machines used and degree of competency required.	Local businesses	Results of limited survey showing the availability of jobs in the community requiring skill in machine operation.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To bridge the gap between having a skill and being able to apply this skill in a practical situation. **ACTIVITY:** Using the skills learned in this course student will outline, prepare, and duplicate a program for a specific school activity. i.e. program for a play, a musical program or a PTA program. Teacher will discuss the salability of these skills.	Materials needed for duplicating.	The duplicated program.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To help students become familiar with the personal characteristics required for success in an office. **ACTIVITY:** Cooperatively the class will develop a self-analysis scale relative to appearance, job performance, etc. Each will analyze his own abilities, likes, and dislikes in an effort to ascertain how well qualified he is to follow a career in an office. Teacher and student will confer and compare.	Text	Comparison of teacher analysis of student and his own self-analysis.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To acquaint students with a variety of jobs for which he might qualify upon completion of this course. **ACTIVITY:** Students will make a written comparison of the duties of stenographers, secretaries, court reporters, clerical workers and will decide which of these he can be with present skills.	Library Counselor DOT	Comparison of related occupations in the secretarial field.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To impress upon students that specific requirements must be met to secure an office job. **ACTIVITY:** Students will take skill performance tests to determine the levels of their ability in the basic areas of typing, shorthand, and office machines. This information will be used in job resumes.	Texts	Test results for job resumes.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To determine which basics need to be re-learned and which skills need to be strengthened. **ACTIVITY:** Using the basic skills learned in this course, students will take the sample Civil Service test and use the results for motivation in skill development. Teacher will discuss the salability of these skills.	Sample Civil Service tests	Test results for individual instruction.

SUBJECT AREA Basic Home Economics

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To emphasize the importance of how a person affects and is affected by his family. **ACTIVITY:** Student will list three ways he can contribute to a more satisfying and pleasant family life.	The family unit *FS 2320 You and the other Generation	List of three ways the student can contribute to a more satisfying family life.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To demonstrate that nursing can be an occupation or a leisure activity. **ACTIVITY:** Students will visit a hospital and talk to both professional and volunteer staff and list the contributions of each.	Hospital Hospital staff	List of contributions made by professional staff of a hospital. List of contributions made by volunteer staff.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To research the relationship between a course in home economics and career opportunities. **ACTIVITY:** Student will research college catalogs to determine colleges offering majors in home economics as a career. Students will then write a summary of these findings.	Library Counselor Community resources	Summary of training institutions that provide programs in home economics careers.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To show the importance of measuring in the production of food in the school cafeteria. **ACTIVITY:** Using the basic skills learned in this course, student will take a chili recipe and expand it to feed the school population. Teacher will discuss the salability of these skills.	Cafeteria Ingredients Recipe Measuring devices Equipment	The expanded chili recipe to feed the school population.

SUBJECT AREA Child Development

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To demonstrate the individual differences in the growth and development of children. **ACTIVITY:** Students will visit a child day care center to identify differences among pre-school children, i.e.size, height, weight, etc.	Child day care center	A discussion of the differences among pre-school children.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To recognize the responsibility of parenthood to occupation and leisure time and to become familiar with child development occupations. **ACTIVITY:** Student will research occupations that deal with child development skills, and write a paragraph describing those occupations.	Teachers Psychologists Parents Social workers Day care centers	A paragraph describing occupations dealing with children.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To familiarize the students with educational opportunities that prepare them as child development specialists. **ACTIVITY:** Student will study occupational materials and research three child care occupations of interest to him and write a report on this research.	Library Counselor Child development specialists	Written report on three occupations that deal with child care.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To provide students with skills for young children in play development. **ACTIVITY:** Using the basic skills learned in this course, student will make three original toys using simple materials. Teacher will discuss salability of these skills.	Magazines Cardboard, glue, etc. Wood Metal	Three original toys.

s-39 SUBJECT AREA Creative Foods

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show that concern for others facilitates the functional relationship with co-workers. ACTIVITY: Students will role-play both employer and employee in a conflict situation and discuss possible alternatives to conflict relationship.	Library Industrial relations books Local employers and employees	Solutions to conflict situations between employer and employee.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To show that knowledge of creative food skills offers opportunities for leisure as well as employment. ACTIVITY: Students will be given an opportunity to express their skills by baking and decorating a cake which will show his creativity and skill and will indicate the possibility of leisure activity as well as occupational activities.	Baker as an employer Individual cooking facilities	A cake which demonstrates student's creativity.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To show the student that the need for food workers with specialized skills has increased with the growth of technology in the food industry. ACTIVITY: Student will examine the advertising section of the newspaper and determine the career outlook of the types of food service positions available.	Newspapers	List of 5 food service occupations which are available.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the skills of creative cooking in preparing a meal. ACTIVITY: Using the basic skills learned in this course, student will plan, cook, and serve a brunch for a particular number of guests and for a specific price. Teacher will discuss the salability of these skills.	Cook books Journals Periodicals	Brunch prepared by student.

SUBJECT AREA ____________________

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: ACTIVITY:		
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: ACTIVITY:		

s-41 SUBJECT AREA Housing and Interiors

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To clarify personal values in relation to housing and further the appreciation of the basis of those values that differ from your own. **ACTIVITY:** Students will tour homes in the community to observe differences in housing as related to differences in people and identify individual differences in housing and life styles.	Houses in the community. *FS 2372 How Can I Understand Other People?	Analysis of the design as it related to the owners' life style.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To increase the awareness of the relationship between leisure activities and occupational activities in flower arranging. **ACTIVITY:** Each student will arrange flowers under the direction of a professional florist and identify the characteristics necessary for flower arranging as related to hobby and occupational choice.	Professional florist flowers containers	List of leisure and occupational activities in flower arranging.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To explore job training and education needs for an occupation in interior design. **ACTIVITY:** Student will investigate St. Louis area colleges, schools of design and interior decorators for possible training and apprenticeship.	College catalog Counselor Interior decorators	Oral discussion of job training and educational needs for an occupation in interior design.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To learn the periods and styles of furniture. **ACTIVITY:** Using the basic skills learned in this course student will make a notebook using as many examples of each style of furniture as he can find suitable for a handbook for an interior decorator.	Photographs Magazine article Books Furniture catalogs	Handbook for an interior decorator.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To demonstrate that decisions regarding the purchase of clothing and clothing construction are affected by personal and family values. ACTIVITY: Student will inventory his wardrobe and make a list identifying those items he chose from personal taste and those he purchased because of family decisions.	Wardrobe	A comparative list of wardrobe items identifying those chosen for personal taste and those purchased because of family decisions.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To determine the economic gain of a person who sews for a living. ACTIVITY: Student will interview a local seamstress concerning her labor and income to compare the income of a seamstress with other clothing occupations.	Seamstress	A comparative list of interview results.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To provide on-the-job training in clothing. ACTIVITY: Interested students will participate in a job placement bureau in occupations related to wardrobe construction and will demonstrate skill in on-the-job training.	Guidance Office COE Local employers	A demonstration of skills on the job.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To demonstrate the relationship between constructing a garment and purchasing one to determine the cost and time factor. ACTIVITY: Using the basic skills learned in this course, student will make a garment and log the time and expense and list those items most feasible for home construction or retail purchase. Teacher will discuss the salability of these skills.	Materials needed for constructing the garment.	List of those items most feasible for home construction and those most feasible for retail purchase.

SUBJECT AREA Basic Woodworking

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show the relationship between interdependency and safety. ACTIVITY: Students will participate in a trust walk exploring the shop environment. They will discuss how they felt about being dependent upon someone for their safety needs.	Shop Classmates	A class discussion relating interdependency and safety.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To become familiar with carpentry as an occupation. ACTIVITY: Students will interview a local contractor and list those occupations that deal primarily with skills used in carpentry. They will write a job description as defined by labor unions.	Local contractor Union representatives	A variety of job descriptions involving carpentry in construction.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify the training needed to enter occupations that are related to carpentry, i.e. apprenticeship, journeymen, skilled carpenter, etc. ACTIVITY: Student will interview a union steward and secure information on how to prepare to enter carpentry as an occupation.	Union steward *FS 2325 What Vocational Studies Can Do For You	Oral report on training needed to enter carpentry as an occupation.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To display objects made using the basic skills of this course. ACTIVITY: Each student will display a finished product using the skills learned in general shop and basic woodworking. Teacher will discuss the salability of these skills.	Tools Shop materials	A display of projects completed in general shop and basic woodworking.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To generate self-disclosure. ACTIVITY: Collaboration Drawing: Dyads collaborate on a drawing without any verbal communication.	Very large sheet of paper or butcher paper. Drawing instruments for each participant.	A collaboration drawing and a discussion of the importance of verbal communication and discussion of feelings when there is no verbal communication.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupations related to architecture. ACTIVITY: Students will interview an architect concerning opportunities for employment in architectural drawing and related occupational activities and answer in written form the question," What are the occupational opportunities for me as a result of having had this course?"	Local architect	A paper answering the question, "What are the occupational opportunities for me as a result of having had General Architectural Drawing?"
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To determine the training necessary to become an architect. ACTIVITY: Students will interview instructors and students at Washington University School of Architecture and list courses that are prerequisites in high school for college and those college courses needed for certification in architecture.	Instructors and students at Washington University School of Architecture	A list of courses that are prerequisites in high school for college courses needed for certification in architecture.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic architecture skills learned in this course. ACTIVITY: Using the basic architectural skills learned in this course, the student will design and draw an addition to the existing school library. Teacher will discuss the salability of these skills.	Blueprints of existing structure and drawing materials	A blueprint design of an addition to the existing school library.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To generate self-disclosure through a non-verbal activity using metal materials. **ACTIVITY:** The students will collaborate in making a metal sculpture without any verbal communication. Dyads will discuss their interpretation of their experience.	Pieces of metal Solder Glue *FS-2372-How Can I Understand other People	A metal sculpture and a discussion of this experience as it relates to working with others in a non-verbal project.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore occupations related to metal working. **ACTIVITY:** Each student will write to a steel or iron manufacturing concern and inquire about occupations related to bench metal forge work, foundry work, heat treating, etc.; add his reply, brochures, etc. to a bulletin board display.	Manufacturers of iron, steel, and metal products	A bulletin board displaying letters, brochures, etc. from manufacturers concerning occupations in metal working.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To explore local opportunities for further training in metal working. **ACTIVITY:** Students will visit the building trades program at the area vocational school; report their information to the general shop classes.	Local area vocational school *FS-2351-Planning Ahead After High School	An oral report to the general shop classes on local opportunities for further training in metal working.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To use the basic skills of metal working in repairing school plant. **ACTIVITY:** Using the basic skills used in working with metals, each student will repair or replace a metal made item in the school. Teacher will discuss the salability of these skills.	School plant tools Welding shop Equipment	A repaired or replaced item in the school which demonstrates the basic skills learned in metal working.

SUBJECT AREA Industrial Crafts

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To use the sense of touch and smell to identify objects in the environment (blindfolded). ACTIVITY: Each student will touch and smell objects made of leather, plastic, wood, stone, metal, etc. and report his experience as it relates to the new awareness this perception generated.	Objects of leather, stone, plastic, metal, wood, blindfold *FS 2363 Understanding Myself	Dyad discussions related to the sensory experience.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To relate work experience and leisure activities to industrial crafts. ACTIVITY: Students will identify and list small craft businesses that have generated from hobbies, i.e. ornamental iron, ceramics, beads, lapidaries, yarn, candlemaking, wood carving, leather tooling.	Local craft shops	A list of small craft businesses that have grown from hobbies.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To determine training opportunities related to crafts involved in the jewelry business, i.e. watch repair, mounting stones, engraving. ACTIVITY: Students will write to craft organizations and manufacturers and secure a list of training requirements, qualifications, etc. for entry into craft or trade occupations.	Directory of manufacturers	A list of training requirements, qualifications, etc. for entry into craft or trade occupations.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills learned in Industrial Crafts for products to show and sell. ACTIVITY: Using the basic skills learned in Industrial Crafts, the students will participate in an industrial crafts fair. Items to be available for sale as well as for display. Teacher will discuss the salability of these skills.	Crafts objects produced by students	An industrial crafts fair with handmade items for display and sale.

SUBJECT AREA **Mechanical Drawing**

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To generate self-disclosure. ACTIVITY: The Road of Life: Each student will place a dot on his paper which represents his birth. Then, without lifting his pen from the paper, he is to portray a series of critical incidents which he feels are representational of his life.	Drawing materials	Dyads will discuss their "Road of Life" as they indicated in their drawing.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore the occupational opportunities of civil engineering and related occupations that require mechanical drawing. ACTIVITY: Students will interview a civil engineer and answer the question in written form, "What are the occupational opportunities for me as a result of my having had mechanical drawing?"	Civil engineer	A paper answer the question, "What are the occupational opportuniti for me as a result of my having had mechanical drawing?"
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify those occupations that require further training in mechanical drawing. ACTIVITY: Students will interview an instructor in the area vocational school who teaches mechanical drawing and list those occupations which require further training in mechanical drawing.	Instructor from area vocational school who teaches mechcal drawing *FS-2422-Community Colleges and Technical Institutes	A list of those occupations which require further training in mechanic drawing.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of mechanical drawing for sign lettering. ACTIVITY: Using the basic skills learned in mechanical drawing, each student will construct and letter a sign advertising homecoming. Teacher will discuss the salability of these skills.	Drawing material	A sign lettered to advertise homecoming.

SUBJECT AREA Understanding Electricity

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To develop an understanding and awareness of self through electricity. **ACTIVITY:** Students will conduct the same activities under different lighting conditions, i.e. listening to music in brightly lighted room, dim room, dark room; he will describe how he feels about the activity in each type of light.	Music Electricity Candlelight Colored lights	A discussion of the effects of light upon the participant in different activities.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To identify the occupations related to the production and distribution of electricity. **ACTIVITY:** Students will visit and interview employees of the Union Electric Company. They will compile a list of occupations including salary, qualifications, training, etc.	Union Electric Company	Job descriptions in Union Electric including salary, training, etc.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To identify training programs in radio and TV repair. **ACTIVITY:** Students will interview junior college staff in radio and TV repair program and list courses and on-the-job training needed.	Junior College Vocational School *FS 2325 What Vocational Studies Can Do For You	A list of courses needed and on-the-job training needed for radio and TV repair.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To use the basic skills learned in this course. **ACTIVITY:** Using the basic skills learned in Understanding Electricity, students will repair small electric appliances provided by faculty and Home Economics Department. Teacher will discuss the salability of these skills.	Small electric appliances provided by faculty and Home Ec. Department	Repaired electric appliances

SUBJECT AREA Woodworking

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To generate self-disclosure through a non-verbal activity using wood materials. ACTIVITY: The students will collaborate in making a wood visual without any verbal communication. Dyads will discuss their interpretation of their experience.	Blocks of wood glue boards or frames *FS 2372 How Can I Understand Other People	A wood visual and a discussion of this experience as it relates to working with others in a non-verbal project.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore occupations related to furniture making. ACTIVITY: Each student will write a furniture manufacturer to inquire about occupations related to upholstery and furniture repair. Add his reply, brochures, etc. to a bulletin board display.	Manufacturers of furniture, i.e. Drexel, Conant Ball, Thomasville, etc.	A bulletin board displaying letters, brochures, etc. from furniture manufacturers concerning occupations.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To explore local opportunities for further training in woodworking. ACTIVITY: Students will visit the building trades program at the area vocational school and report their information to the general shop classes.	Local area vocational school *FS 2422 Community Colleges and Technical Institutes	An oral report to the general shop classes on local opportunities for further training in woodworking.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of woodworking in repairing school furniture. ACTIVITY: Using the basic skills used in woodworking, each student will repair and/or refinish a piece of school furniture. Teacher will discuss the salability of these skills.	School furniture Tools, paint, and shop equipment	A repaired and/or refinished piece of school furniture which demonstrates the basic skills learned in woodworking.

SUBJECT AREA____________________

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: ACTIVITY:		
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: ACTIVITY:		

SUBJECT AREA General Shop

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show the relationship between interdependency and safety ACTIVITY: Students will participate in a trust walk exploring the shop environment. Students will discuss how they felt about being dependent upon someone else for their safety needs.	Shop Classmates	A class discussion relating interdependency and safety.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To become familiar with carpentry as an occupation. ACTIVITY: Student will interview a local contractor and list those occupations that deal primarily with skills used in carpentry. They will write a job description as they are defined by union labor.	Local contractor	A variety of job descriptions involving carpentry in construction.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify the training needed to enter occupations that are related to carpentry, i.e., apprenticeships, journeymen, skilled carpenters, etc. ACTIVITY: Student will interview a union steward and secure information on how to prepare to enter carpentry as an occupation.	Union steward	Oral report on training needed to enter carpentry as an occupation.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To give opportunity to display objects made using the basic skills of this course. ACTIVITY: Each student will display a finished product using the skills learned in general shop and basic woodworking.	Tool and shop materials	A display of projects completed in general shop and basic woodworking.

SUBJECT AREA COE

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To determine what personal qualities contribute to the success or failure of a salesman. **ACTIVITY:** Given a list of personal qualities, student will indicate the ones a successful salesman should possess, explain why each is important to his sales career and evaluate himself in terms of the number of these qualities he possesses.	Text Teacher Basic Salesmanship Ernest, John W. McGraw-Hill	Student's personal list of those salesmanship qualities he possesses.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore opportunities for advancement through additional training, longer hours, additional responsibilities, etc. **ACTIVITY:** Student will confer with his employer to determine which of these avenues will lead to advancement in the shortest period of time and make a list in order of urgency.	Employer	List of methods of achieving advancement in an occupation.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To explore further training to enhance student's job opportunities. **ACTIVITY:** Student will confer with his employer to determine what further training he needs for permanent employment, i.e. course in retailing, personal grooming, speech, etc.	Employer *FS 2416 How To Get a Job and Keep It	List of courses needed for opportunity for permanent employment, i.e. typing, bookkeeping, refresher courses in his area of work.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To assess communication skills learned in the COE class to determine individual strengths and weaknesses. **ACTIVITY:** Using the basic skills learned in this course, student will tape a conversation between himself and a customer from which he will later point out to the class strengths and weaknesses in his sales presentation. Teacher will discuss the salability of these skills.	Tape recorder Tape	Evaluation of student's strengths and weaknesses in communication skills as perceived from the tape.

SUBJECT AREA Drivers' Education

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To identify the extension of the self concept through driving. **ACTIVITY:** Students will list feelings about themselves when they drive a car, i. e. independent, free, dexterous, accepted.	Automobile Peers *FS-2327-To Be Somebody	Paragraph describing the importance of learning to drive and driving to his self concept.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore the occupations basic to driving skills. **ACTIVITY:** Student will make a collage of those occupations that show people using driving skills, i.e. bus driver, taxi driver, chauffeur.	Magazines Missouri Division of Motor Vehicles AAA	Collage showing occupations emphasizing driving skills.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To answer the question "How can I become a cross-country truck driver?" **ACTIVITY:** Student will write to a trucking terminal asking how can he become a truck driver cross country, i.e. preparation, training, salary, working conditions, etc.	Truck terminal	A reply telling him the basic preparation needed to become a truck driver.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To become familiar with related activities in drivers' education that are not related to specific driving skills. **ACTIVITY:** Using the basic skills of drivers' education student will start a stalled car using jumper cables, i.e. to familiarize student with wrecker service as an occupation. Teacher will discuss the salability of these skills.	Stalled car	Starting a stalled car and the relation to an occupation.

SUBJECT AREA Chemistry

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To derive satisfaction from experimentation and discovery. **ACTIVITY:** Student will place 6 different materials on a piece of metal and heat while observing the order of melting, guess why they melt at different times, and write a paragraph on what satisfaction he felt with this discovery.	Lab materials	Paragraph that expresses student's satisfaction in discovery.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore occupational opportunities that are chemistry oriented. **ACTIVITY:** Class will discuss those occupations which are chemistry oriented, i.e. pharmacy, research, technicians, etc.	Chemistry poster Teacher Counselor Library *FS 2852 Chemistry and and the Nobel Prize	Class discussion exploring types of chemistry-oriented occupations.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To investigate the training requirements for occupations which are chemistry oriented. **ACTIVITY:** Student will research and determine the training requirements for entry into a chemistry-oriented occupation of his choice and report his findings to the class.	Counselor College catalogs DOT News letters from industry	Oral report of findings on training for a chemistry-oriented occupation.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To use the basic skills learned in this class to test water to determine pH. **ACTIVITY:** Using the basic skills learned in chemistry, the student will test water in a swimming pool to determine pH. Teacher will discuss the salability of these skills.	pH indicator solution or pH meter	Conclusive test on pH in the water.

s-53 SUBJECT AREA Ecology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show that the survival of the human race depends on the environmental awareness of our children. ACTIVITY: Student will take a home inventory of the examples of practicing ecology and indicate those in which he participates.	Home	Inventory and his participation in ecology at home.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To familiarize students with the occupations of ecology. ACTIVITY: Student will join a conservation organization and secure literature pertaining to ecology and make a portfolio of related jobs.	Conservation organization Career Ed. in the Environment Library *SFS-2553-The Green Revolution	Portfolio of ecological jobs.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify an entry level job opportunity in ecology. ACTIVITY: Student will outline the procedure used in getting a job as a conservation agent.	Counselor Library Park Dept. Conservation agent *FS-2416-How To Get a Job and Keep It	Outline of procedure of getting a job as a conservation agent.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To be able to use the basic skills in science to identify ways of saving the environment and improving it. ACTIVITY: Using the basic skills learned in this course, student will get water samples from local streams and analyze their contents in terms of pollution effects. Teacher will discuss the salability of these skills.	Local streams	Analysis of samples from local streams.

SUBJECT AREA Human Physiology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show that man's personality is determined by environment and not by genetics. ACTIVITY: Invite a nurse and/or doctor to explain why one's masculine or feminine personality has developed through environment rather than through genetic endowment. Student will write a paper on how environment has influenced his personality development.	Doctor or nurse *FS 2356 Keeping Myself Healthy and Safe	A paper entitled "Environmental Influences On My Personality."
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore the occupational opportunities available in human physiology. (i.e., nursing, para-medical, doctor, teacher etc.) ACTIVITY: Students will research 5 occupations that are directly or indirectly related to the study of human physiology. In this research they will photograph as well as interview workers at work.	Camera Video Film Workers *FS 2322 Careers In Science	Films and oral narration to accompany films.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To determine training possibilities for occupations that relate to the study of human physiology. ACTIVITY: Students will research colleges and universities where they can get training in occupations related to the study of human physiology and will make a bulletin board of those findings.	College bulletins Counselor Bulletin board Text	A bulletin board including all information pertaining to training for occupations that relate to the study of human physiology.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To demonstrate the ability to use the skills learned in human physiology. ACTIVITY: Using the basic skills learned in this course, students will measure blood pressure of classmates and plot the results on a graph.	Equipment for taking blood pressure School nurse	A graph depicting the blood pressures of all the students in the class.

SUBJECT AREA Introduction to Organic Chemistry

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To receive satisfaction from communicating technical information. **ACTIVITY:** Students will present assigned instruction to the class, i.e. aldehydes: strucutre, preparations and use in industry, medicine, etc. Student will review in a conference with the teacher his self-satisfaction with his presentation.	Textbooks Lab materials	Conference in which the student evaluates the activity and his self-satisfaction in his participation.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To observe a worker on the job who is in chemistry. **ACTIVITY:** Students will visit a local laboratory observing a technician at work. They will interview the technician for knowledge concerning training, duties, salary, etc.	Technician Lab *FS 2322 Careers in Science	Group discussion of the occupation of lab technician.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To investigate the training needs for a chemistry-oriented occupation. **ACTIVITY:** Student will interview a medical assistant to determine training necessary in this area and will write a paragraph summarizing the training necessary for a medical assistant.	Medical assistant	Paragraph summarizing the training necessary to become a medical assistant.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To use the basic skills learned in this course to test water. **ACTIVITY:** Using the basic skills learned in this course, students will test for traces of mercury in water. Teacher will discuss the salability of these skills.	Lab materials	Conclusive tests for traces of mercury in water.

SUBJECT AREA Physical Science

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To appreciate differences in physical characteristics of people. ACTIVITY: Each student is asked to identify other members of the class who physically resemble someone else, i.e. size, weight etc. and discuss with the class the similarities and differences.	Classmates *FS-2372-How Can I Understand other People	A discussion of the physical differences among people.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify those occupations that relate to physical science, i.e. homemakers, mechanics, game warden. ACTIVITY: Student will make a collage depicting the various occupations that use the skills learned in physical science.	Tear sheets Magazines Missouri Conservation Club	A collage depicting occupations that use physical science.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify the training available at Jefferson Junior College Vocational School that requires physical science skills. ACTIVITY: Student will visit the local vocational technical school and interview instructors in the different programs to determine what programs rely heavily on the skills learned in physical science. He will prepare a report on this interview.	Jefferson Junior College Vocational Technical School and Staff	Report summarizing the programs that rely heavily on the skills learned in physical science.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To identify the basic skills needed in replacing a light switch. ACTIVITY: Using the basic skills learned in physical science student will replace an electric light switch. Teacher will discuss the salability of these skills.	Light switch Text Teacher	Light switch that has been replaced and is operating effectively.

s-57

SUBJECT AREA Physics

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To explain why the student is the right physical size to exist on this planet as opposed to fiction stories. ACTIVITY: Student will work mathematical problems related to stress for larger creatures, i.e. a man 15 feet tall. Students will work problems related to energy intake vs. heat loss in small mammals, i.e., a 2-inch human.	Textbook Teacher	Solution of problems which determine that the student is the right physical size to exist on this planet. Recognition of fallacies in fiction.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To acquaint the students with opportunities in physics-related occupations, i.e. as to training, duties, salary, life style and the relevance of physics to modern living. ACTIVITY: Students will interview a physicist in regard to opportunities in physics-related occupations as to training, duties, and salary and will summarize the findings.	Physicists	Group summary of the physics related occupations and their requirements.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To explore the availability of occupations for persons trained in physics. ACTIVITY: Students will prepare a bulletin board using materials from engineering organizations, technical schools, and colleges, to show the proportion of job opportunities to the number of qualified applicants.	Brochures Bulletins Pamphlets from institutions	A bulletin board pointing out the proportion of job opportunities to the number of qualified applicants.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To determine what skills have been learned in physics and to what degree. ACTIVITY: Using the basic skills learned in physics, student will take a post-test in physics. Teacher will discuss the salability of these skills.	Teacher Text	Passing a post-test in physics.

SUBJECT AREA Biology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To show that man's personality is determined by environment and not by genetics. **ACTIVITY:** Invite a nurse and/or doctor to explain why one's masculine or feminine personality has developed through environment rather than through genetic endowment. Student will write a paper on how environment has influenced his personality development.	Doctor or nurse *FS 2356 Keeping Myself Healthy and Safe	A paper entitled "Environmental Influences On My Personality".
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore the occupational opportunities available in biology. **ACTIVITY:** Student will research 5 occupations that are directly or indirectly related to the study of biology. In this research they will photograph as well as interview workers at work.	Camera Video Film Workers *FS 2322 Careers in Science	Films and oral narration to accompany films.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To determine training possibilities in biology-oriented occupations. **ACTIVITY:** Students will research colleges and universities where they can get training in a biology-oriented occupation and will make a bulletin board.	College bulletins Counselor Bulletin board Text	A bulletin board including all information pertaining to training for biology oriented occupations.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To demonstrate the ability to use the skills learned in biology. **ACTIVITY:** Using the basic skills learned in biology, the student will make a micro-slide that could be used by a teacher or lab technician. Teacher will discuss the salability of these skills.	Lab materials	Slide demonstrating the basic skills learned in biology.

SUBJECT AREA ______________________

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: ACTIVITY:		
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: ACTIVITY:		

SUBJECT AREA Zoology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify an animal that the student thinks possess the characteristics that he would like to have. ACTIVITY: Students will find or draw a picture of an animal of his choice. He will list the characteristics of that animal as he sees them and write a paper entitled: "The Characteristics of a ______ that I Myself Would Like to Have."	Magazines *FS 2365 Are You an Interesting Person?	Paper entitled "The Characteristics of a ______ that I Myself would like to have."
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify occupations related to small animal care and treatment. ACTIVITY: Students will visit a small animal hospital and interview personnel concerning the duties, responsibilities, and training for small animal care and will report to a biology class.	Small animal hospital and staff	Report on duties of occupations involved in small animal care.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To explore training opportunities for para-professionals in small animal care. ACTIVITY: Student will interview Jefferson Junior College staff to determine the type of program available and entrance requirements to be a veterinarian assistant.	Staff of Jefferson Junior College *FS 2322 Careers in Science	Role playing using the information learned relative to the program for veterinarian assistant.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To answer the question: "What animal life exists in the wooded area of the school campus?" ACTIVITY: Using the basic skills learned in zoology, the students will observe animal life and list the varieties found. Teacher will discuss the salability of these skills.	Text Campus NOTEBOOK	List of animals found in the wooded area of the school campus.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To show that certain qualities, characteristics, and temperaments are required for a career in the military. **ACTIVITY:** Student will analyze his own personality, interests and abilities in relation to military life and will summarize in a short paper.	Recruiter Counselor Retired and Active military people Government bulletins Military brochure	Paper summarizing traits necessary for a successful military career and his assessment of these traits he possesses.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore through literature, interviews, films, the various kinds of jobs available in the law enforcement. **ACTIVITY:** Student will research law enforcement careers relative to retirement, fringebenefits, travel, educational opportunities, etc. and make a visual depicting these.	Library Textbooks Television F. B. I. Agent Policeman Sheriff & State Patrolman	Visual depicting the various facets of a law enforcement career.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To show that there is an increasing need in the military services for career personnel since the end of the draft. **ACTIVITY:** Student will compare in chart form the benefits of voluntary military service with those of compulsory service. i.e. increased pay, buddy system, choice of location, educational opportunities.	Recruiter, Counselor, Retired and Active military people, Government bulletins, Military brochure FS 2514 Admission to Service Academies	Chart depicting benefits in both voluntary and compulsory military service.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To apply the social studies skills learned in this course to the various facets of a military career. **ACTIVITY:** Using the basic skills learned in this course student will role-play a military recruiter interviewing an 18 year old.	Recruiter Counselor Retired and Active military people Government bulletins Military brochures	Role-playing presentation depicting the life style of a professional military person.

SUBJECT AREA Anthropology and Archaeology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To show that the individual must possess certain characteristics to be a successful anthropologist. **ACTIVITY:** Student will read about the life of Margaret Mead and others. Compare the sacrifices that they had to make, their commitments, and traits that he recognizes in himself.	Library Texts	Report comparing the traits of anthropologists with traits student recognizes in himself.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore the fields of anthropology and archaeology as a possible career choice. **ACTIVITY:** Research the lives of two renowned archaeologists and two anthropologists and summarize the skills, training, etc. needed for success in these fields.	Library Texts	Written summary of skills, training, etc. needed by archaeologists and anthropologists.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To investigate the schools that would provide the training necessary for a career in archaeology or anthropology. **ACTIVITY:** Student will examine college catalogs, consult guidance counselor, and interview archaeologists and anthropologists to choose the course of study best suited to his requirements.	Colleges Guidance Office Individuals in community	Proposed course of study for individual student in preparation for a career in archaeology or anthropology.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To show that the basic skills of concentration, observation, map reading, and research learned in this course may be applicable in any chosen occupation. **ACTIVITY:** Using the basic skills learned in this course student will plan and outline an archaeological trip (dig) in the midwest. i.e. Kentucky sink hole, Cahokia, Kimmswick Mastodon Boneyard, Washington State Park.	Library Texts Resource persons	Detailed plan for the trip (dig).

SUBJECT AREA Child Adolescent Psychology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To develop an awareness of values as they relate to decision making. ACTIVITY: Students will participate in a value game that relates decision making and problem solving to values.	See appendix SFS 2521 Value for Teenagers: The Choice is Yours	A discussion of the effect of personal values to the types of decision made and problem solving method used.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify the career opportunities in child and adolescent psychology. ACTIVITY: Student will interview 2 psychologists to secure occupational information, i.e. training, salary, working conditions, etc.	Counselor Area psychologists Mental health clinic	A list of the requirements, training, salary, job description, etc. of a child and adolescent psychologist.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To investigate the training opportunities for child and adolescent psychologists in the St. Louis area. ACTIVITY: Students will write for college catalogs from St. Louis area colleges and prepare a job planning brochure.	St. Louis area colleges Counselor	A brochure describing the training institutions and the programs and courses offered.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of this course to determine the stage of career awareness of the subject. ACTIVITY: Using the basic skills learned in this course students will interview elementary school children concerning career awareness using the fantasy interview and write a summary.	See appendix	A written summary of the results of the interview.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To show that the Civil War wit political and patriotic commitments often destroyed family life. ACTIVITY: Student will write a letter to a friend when he returns home from the war and realizes the devastation of war and family life as a result of his political commitment.	Friendly Persuasion Andersonville SP-3139-Red Badge of Courage-Literary Prints Red Badge of Courage Gone With the Wind Library *FS-2372	Letter indicating his personal feelings about the situation in which he finds himself.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To assess the influences of the civil war on the world of work and the growth of new occupations. ACTIVITY: Students will research the growth of the steel and glass industries as they emerged from the Civil War to provide a post-war industrial boom in industrial employment and will list new occupations that were a result of this post-war industrial growth.	Library Americans Interpret Their Civil War, Thomas J. Pressly The Civil War and Reconstruction, Randall, J.G. & Donald, David Textbook	A list of those occupations in the steel and glass industry that grew out of post Civil War expansion.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify local opportunities for work careers in the steel and glass industries. ACTIVITY: Students will interview St. Louis employers in the steel and glass industries and report the opportunities available for work entry.	Area steel and glass industries *FS-2351-Planning Ahead After High School	A list of employment opportunities locally available in the steel and glass industries.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of social studies to explore the reconstruction of industry in the present as related to technological change and present job opportunities. ACTIVITY: Using the basic skills learned in this class, student will visit local glass industry and identify the technological changes that are evident and which affect his job opportunities.	A local glass industry	A list of technological changes in a particular industry that have affected job opportunities.

s-63 SUBJECT AREA Contemporary issues

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To become aware of leadership qualities among politicians today and relate these to leadership qualities in himself. ACTIVITY: Student will make a list of characteristics that leaders in public office need to effectively serve the public and compare these to his inventory in written form.	Media Personal interviews *FS 2363 Understanding Myself	Profile list of a successful leader emphasizing leadership characteristics that are positive. A paragraph assessing student's own leadership abilities in relation to these characteristics.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To investigate career opportunities in public service. ACTIVITY: Student will interview the city clerk and county clerk concerning occupational possibilities and write a resume of career opportunities.	City and County Clerks	Resume of career opportunities in public service.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify local opportunities for elected positions in public service. ACTIVITY: Student will join the Young Democrats, Young Republicans, etc. and present the philosophy, activities, and opportunities within that organization for entry into the political world.	Political organizations	Active participation in local political affairs.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To refine the basic skills learned in social studies to communicate his ideas effectively. ACTIVITY: Using the basic skills learned in this course student will make a persuasive speech on some contemporary issue	Media Personal interviews Library Teacher	Speech of persuasion on a contemporary issue.

SUBJECT AREA Democracy vs. Communism

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To compare individual attitudes in our free enterprise system with those in a communistic system. ACTIVITY: Student will compare life on a small American farm with life on a state-owned farm in Russia in an oral report and relate the frustrations he feels he would encounter living on a Russian farm.	Textbooks Library Refugees from Communist Countries Newspapers Magazines *FS-2230-2233, Soviet Union Series	Oral report in which similarities, differences and opinions are discussed.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To show that different types of government affect the working conditions, salaries, etc, of a particular job. ACTIVITY: Student will research the occupation of his choice in America and compare with the counterpart of the same occupation in Russia and will report his findings orally. i.e. doctor, teacher, etc.	Above *SFS-2561-Issues of Freedom and Government	Oral report summarizing his research
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To contrast democracy and communism as to freedom of occupational choice by individuals. ACTIVITY: Student will research this question as to age, ability, working conditions, freedom of choice, etc. and report orally his findings.	Above *FS-2209-Communist Challenge *FS-Democracy in Action	Oral report summarizing his research.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To put to practical use the understandings derived from this course. ACTIVITY: Using the basic skills learned in this course, student will write a paper on "I Buy Democracy (Communism) Because of the Difference in Job Opportunities."	Above	Paper summarizing differences in occupational opportunities in democratic and communistic countries.

s-65 SUBJECT AREA General Sociology

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To compare and contrast the relationship between personal problems and social problems. ACTIVITY: Student will list in hierarchy those problems that he feels are personal and those that he feels are social.	Self	Group discussion in terms of the relationship of these problems to each other.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify occupational opportunities in geriatrics. ACTIVITY: Student will visit a nursing home, retirement center, senior citizens' home, etc. and identify career and occupational possibilities in care and recreation for the aged.	Retirement homes Nursing homes Senior citizens' homes Earn (Senior citizens social center, DeSoto) *FS 2320 You and the Other Generation	A list of those occupations related to geriatrics.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To answer the question, "How much preparation do I need to work with juvenile delinquents?" ACTIVITY: Student will interview the juvenile officer and identify the training and skills needed to become a juvenile worker. Student will write a job description including qualifications, training, salary, etc.	Juvenile officer	A job description of a juvenile worker including qualifications, training, etc.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills learned in general sociology to identify local problems. ACTIVITY: Using the basic skills learned in this course, the students will have a panel discussion of the sociological problems caused by shifting population in Jefferson County. Teacher will discuss the salability of these skills.	Textbooks County Office holders City offices	A panel discussion of sociological problems caused by shifting population in Jefferson County.

SUBJECT AREA Geography of the U. S.

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To show that climate and geographic factors influence personal traits. **ACTIVITY:** Student will interview local people who have lived in both warm and cold climates and secure from them the contrast between climate and behavior.	Textbooks Library Teacher Counselor Local people	Comparative list of personal characteristics as related to climate and geographic factors.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To determine the importance of geographic factors in occupations. **ACTIVITY:** Student will fill in a blank map with colors that indicate 10 interesting occupations by location.	Textbook DOT Counselor Library FS 2652-2723 U.S. Geograph- Regional Studies (71)	Geographical occupational map.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To determine job opportunities in different locations in the U. S. **ACTIVITY:** Student will write to the Chamber of Commerce in different geographic locations requesting information on employment opportunities in the area.	Maps State Chambers of Commerce	Geographical occupational portfolio.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To use the basic skills learned in this course to determine geographical factors as they relate to occupational choice based on their interests, etc. **ACTIVITY:** Using the basic skills learned in this course students will interpret weather maps, rainfall charts, geodetic survey maps, and compile information relating to an ideal geographic location. Summarize findings as they relate to his occupational interests. Teacher will discuss the salability of these skills.	U. S. Government Publishing Office Textbooks Dept. of Interior	Theme summarizing his findings of geographical factors as they relate to occupational choice.

SUBJECT AREA History of the American West

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To explore those characteristics which propelled the settlers to move westward and to survive the hardships. ACTIVITY: Student will write a week's diary of an imaginary trip westward in which he emphasizes specific hardships, make a list of qualities necessary for pioneer survival and determine which of these he possesses.	Library Textbooks Films-see appendix *FS-2197-The Westward Movement *FS-2808-Bret Harte's Short Stories	List of personal qualities needed for survival in the Westward Expansion.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To determine the roles of a cowboy on a dude ranch and on a working ranch. ACTIVITY: Student will research through magazines, books, etc. the 2 roles and produce a chart indicating the responsibilities of each and indicating which duties might also be considered leisure activities.	Library Films-see appendix *SFS-2545-Folk songs and Cowboys	Chart showing the different duties of a cowboy on a dude ranch and on a working ranch.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To answer the question, "How can I become a forest ranger in Montana?" ACTIVITY: Student will explore DOT, college catalogs, government bulletins, etc and write a dialogue of an interview between himself and a forest ranger.	DOT College catalogs Library Government bulletins Montana Chamber of Commerce	Written dialogue answering the question, "How can I become a forest ranger in Montana?"
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of social studies to show the movement of occupations westward. ACTIVITY: Using the basic skills learned in this course the student will make a chronological chart which shows occupations as they moved westward to meet changing needs.	Library Films Textbook	Chart showing changing occupational needs as population moved westward

SUBJECT AREA Social Problems

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS **OBJECTIVE:** To identify social influences that contribute to my own behavior. **ACTIVITY:** Student will look at friends and list those characteristics he admires and those he does not admire in his peer group without disclosing identities. He will make a list of those behavicrs he perceives as desirable in himself.	Peers and environment FS 2323 Turning Over a New Leaf	A list of behaviors he perceives as desirable and undesirable in himself and others.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD **OBJECTIVE:** To explore occupations in social work. **ACTIVITY:** Student will interview the director of a welfare office and compile a list of job opportunities in social work.	Director of welfare office	Compilation of job opportunities related to social work.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS **OBJECTIVE:** To explore on-the-job training in the Community Treatment Center. **ACTIVITY:** Student will observe the career services in the local Community Treatment Center, will keep a log and relate these job opportunities to himself.	Local rehabilitation center	A log of activities, his observations and impressions on job opportunities in a community treatment center.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION **OBJECTIVE:** To analyze a social problem on the local level. **ACTIVITY:** Student will use the basic skills learned in writing a letter to the local newspaper pointing out a social problem of which many people are still unaware. Teacher will discuss the salability of these skills.	Local newspaper	Letter to the editor concerning a local social problem.

SUBJECT AREA The City

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To examine the growth of cities as a result of the need for interdependence among people. ACTIVITY: Students will trace the growth of cities and list those reasons why they emerge with special emphasis upon the interdependence factor. Students will write an essay for or against city living as it relates to the interpersonal needs of individuals.	Library SFS 2562 Discovering the Inner City: New Social Studies	An essay for or against city life as it relates to the satisfaction of interpersonal needs of individuals.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To determine employment opportunities in the city as opposed to those of a rural environment. ACTIVITY: Students will examine the newspaper want ads of the St. Louis paper and compare those listed with a rural or local paper.	Newspapers FS 2832 Urban Redevelopment	A comparative list of occupations available in a large city and a rural area.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify the methods used to secure employment in a city. ACTIVITY: Students will interview city employers and secure a list of the methods used to gain entry to city occupations, i.e. want ads, resumes, employment counselor.	City employer FS 2416 How To Get A Job and Keep It	A list of those occupations which would more lend themselves to resumes, direct employer contact, employment office, agencies, etc.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To use the basic skills of social studies to show that ethnic groups have contributed to the growth of cities through their occupations and skills. ACTIVITY: Using the basic skills learned in this course students will identify the ethnic group or community and list the occupational skills they contributed from their mother country. Students will write an essay explaining skills that have been contributed by the city immigrant.	Cultural fests Missouri Historical Society Senior citizens	An essay explaining skills that have been contributed by the city immigrant.

SUBJECT AREA The New Frontier

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To determine personal traits necessary for frontier travel. ACTIVITY: Student will read stories, diaries, letters etc. about specific individuals who live in Alaska and prepare a report on their personal traits.	Wild Alaska Hedleay Donovan Icycles on the Roof Dorothy L. Tina Where the Sea Breaks its Back Corey Ford	Written report on personal traits necessary for frontier travel.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To explore job possibilities in modern air transportation. ACTIVITY: Students will group interview a representative from McDonnell Aircraft Co. and discuss air transportation occupations and then list 4 air transportation occupations by order of interest.	Representative from McDonnell Aircraft Co.	List of 4 occupational possibilities in modern air transportation.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To determine which high school courses seem most necessary for occupations in rocketry. ACTIVITY: Student will visit a meeting of the rocket club, discuss with senior members and sponsor their opinions on course priorities, and make a bulletin board in which he features courses pertinent to this occupation.	Rocket Club "Careers in Aerospace and Astronautics" *SFS-2527-2001:A Space Odyssey *FS-2423-Astronomer at Work	Bulletin board displaying high school courses pertinent to rocketry.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To show that technological change necessitates new frontiers in occupations. ACTIVITY: Using the basic skills learned in The New Frontier, student will list technological changes in the last 20 years as they relate to new frontiers in occupations.	Library Textbooks	List of technological changes that bring about new frontiers in occupations.

s-71 SUBJECT AREA Women in History

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify those characteristics that may be classified as primarily feminine and masculine with respect to egos personality traits, and values. ACTIVITY: Students will list some of the characteristics they feel are primarily masculine or feminine. Invite a male and female psychiatrist to discuss historical and recent theories concerning sex differences involving egos, personality traits, and values.	Broverman, I. et al "Sex-Role Stereotypes: A Current Appraisal" Journal of Social Issues Vol. 28 No. 2, 1972 Psychiatrists	A list of those characteristics that may be classified as primarily masculine or feminine with respect to personality, egos, values.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify opportunities for women in the labor market. ACTIVITY: Students will interview working women in the community and make a list of different occupations accompanied by qualification, salary, training, etc.	Local employers Local personnel officers *SFS-2583- Women: The Forgotten Majority	A list of local occupational opportunities available to women.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify employment agencies that specifically seek to place women in positions. ACTIVITY: Students will interview the employment agencies in the St. Louis area and list those that specifically seek to place women in positions.	Employment agencies in the St. Louis area	A list of those employment agencies in the St. Louis area that specifically seek to place women in positions.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To show by using the basic skills learned in social sciences that women in history have contributed to the social, economic, and political growth of our country through their occupations. ACTIVITY: Using the basic skills learned in this course, students will examine American history in terms of the contributions made by women and list those contributions made by each as a result of their occupation. Teacher will discuss the salability of these skills.	History books	A list of the women in history who have made social, economic and political contributions as a result of their occupations.

SUBJECT AREA____________________

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: ACTIVITY:		
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: ACTIVITY:		
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: ACTIVITY:		

SUBJECT AREA Family Living s-71a

OBJECTIVES & ACTIVITIES	RESOURCES	EVALUATION
DOMAIN: SELF & INTERPERSONAL SKILLS OBJECTIVE: To identify sex roles within the family relationship and how they are determined. ACTIVITY: Students will analyze pre-school and school age textbooks utilized in this community for sex role stereotypes. They will examine student's non-sexist coloring books and compare with usual coloring books.	Rainbow Institute, Box 13907 UCSB, Santa Barbara, CA 93107 See glossary	List identifying examples of sex bias found in textbooks.
DOMAIN: KNOWLEDGE OF WORK & LEISURE WORLD OBJECTIVE: To identify those occupations that deal with buying a house. ACTIVITY: Class will become a family for the purpose of buying a home. This will involve contact with occupations of the following: insurance salesman, real estate agent, appraiser, mortgagor, title company, etc.	People in the community FS 2501 Fundamentals of Economics	The class as a family unit hypothetically purchased a home and became familiar with the occupations involved.
DOMAIN: CAREER PLANNING KNOWLEDGE & SKILLS OBJECTIVE: To identify occupations that primarily deal with family living and what training is necessary to enter these occupations. ACTIVITY: Students will research agencies which deal with family groups and list training requirements. They will have a family counselor come to the class and explain entry level skills required for his job and where to secure training.	Counselor Welfare Office Government agencies Family planning agencies Ministers	List of agencies in the community that deal primarily with family living and a list of training requirements for entry into these agency occupations.
DOMAIN: BASIC STUDIES & OCCUPATIONAL PREPARATION OBJECTIVE: To identify occupational roles and how they affect family living. ACTIVITY: Using the skills learned in this course student will examine and note the roles of his own family in terms of the occupations they involve and what effect they have on family living, i.e. professional, non-professional, male or female, etc. Teacher will discuss the salability of these skills.	Family Units	Short paper on how occupational roles have affected my family.

APPENDIX

i. Career Education and Guidance

iii. Values Autobiographical Questionnaires

v. Value Clarification

vii. The Value Clarifying Method

viii. Values The Action Side of Valuing

x. The Value Game

xiii. Puzzle No. 1

xiv. Nonverbal Techniques

xv. Fantasy Trip

xvii. Mutilated Cross

CAREER EDUCATION AND GUIDANCE

FS- Filmstrip
SFS- Sound Filmstrip
R- Record

FS 2308-2308A Let's Look at Careers
FS 2309-2309A How To Make a Career Decision
FS 2320 You and the Other Generation
FS 2321 Your Occupation - Student
FS 2322 Careers in Science
FS 2323 Turning Over a New Leaf
FS 2324 College and Career
FS 2325 What Vocational Studies Can Do For You
FS 2326 The Law and You
FS 2327 To Be Somebody
FS 2343 How To Find a Job for Yourself
FS 2351 Planning Ahead after High School
FS 2356 Keeping Myself Health and Safe
FS 2363 Understanding Myself
FS 2365 Are You An Interesting Person?
FS 2372 How Can I Understand Other People
FS 2397-2401 Marriage and Family Living Series
FS 2416 How To Get a Job and Keep It
FS 2422 Community Colleges and Technical Institutes
FS 2423 Astronomer at Work
FS 2571-2576 Ecology Series
FS 2583-2588 Forest Communities Series
SFS 2505 Preparing for the World of Work

CAREER EDUCATION AND GUIDANCE (cont.)

SFS 2506 Getting and Keeping Your First Job

SFS 2514 Admission to Service Academies

SFS 2524 Love and the Facts of Life (r3 fs5 - Who Am I? The Search for Self)

SFS 2521 Values for Teenagers: The Choice is Yours

R 4112 Getting into College Today

FS - Filmstrip
SFS - Sound Filmstrip
R - Record

VALUES

Autobiographical Questionnaires

We cannot treat lightly the question, "Who am I?" Most people are in desperate search of identity. In this complex and confused world, a self-concept is not so easily handed down by parents or teachers. An autobiographical questionnaire, looked at from year to year, can be one tool for building a self-concept. Below are some questions that have been used successfully in this process:

1) What are some things you really believe in?

2) Where have you spent the best four summers of your life?

3) If you could change your school, what five things would you change?

4) What is the worst work you have done for money?

5) What do you see yourself doing five years from now? Ten years? Twenty?

6) Are there injustices in this community you feel need attention?

7) Do you send any money to charities? Which ones? Which ones will you never send anything to?

8) What are the most important books, movies, plays you've read or seen in the past year?

9) Without mentioning specific names, what are the qualities of the adults whom you respect and admire the most? The least? What are you doing to become more like the former? To keep from being like the latter?

10) Who is your best friend? What do your friends have in common?

11) What are the things you like to do best when you have free time?

12) Have you ever fasted? Would you want that experience?

13) Where do you stand on the Vietnam War? Have you done anything about it?

14) Where do you stand on money, material possessions, and "security"?

15) Do you believe in burial, cremation, or what?

16) What magazines do you subscribe to with your own money?

17) Are you someone who is likely to marry out of your race?

18) What are some of your notions of the good life?

19) Do you wear seat belts?

20) Do you smoke?

21) Do you have full polio protection?

22) What are some of the things you have learned in your search for values in your lifetime?

VALUE CLARIFICATION

The use of one's time, how one spends the twenty-four hours of each day, is one of the most complex problems individual men and women must deal with in a lifetime. At the most value-clarified level, our consumption of time will be remarkably consistent with our values. In effect, a person does what he values; and what he does not value he does not do. The gap between what one says and what one does is probably never more blatantly visible than in how one actually allocates his time in relation to the values he claims to cherish.

Below are some questions which are revealing when answered honestly concerning time, effort and human relationships. Read them carefully and make any notes you care to on the back of the page.

1. What are the things you like to do best when you have free time?
2. What magazines do you subscribe to with your own money?
3. Where have you spent the last four summers?
4. Who is your best friend? Who was your best friend before the present one? What do they have in common?
5. What are the important books you have read during the past year; books which you have not read for an assignment?
6. What is the worst work you have done for money?
7. What do you see yourself doing five years from now? Ten years? Twenty?
8. Are there some injustices right here in this community which you feel need righting?
9. List any non-paying jobs you have done with younger children.
10. Do you send money to charities?
11. Tell us some of your attitudes about money, material, possessions, etc.
12. What are some of your ideas about the good life?
13. List the people in your family.
14. Do you believe in burial, cremation, etc.?
15. Do you wear seat belts in an automobile?
16. Are you someone who is likely to marry out of your race?
17. Are you curious about pot?
18. How would you change this university?
19. What are some of the things you have experienced in your search for values which will probably always dominate your values?

If one accepts the idea that values cannot be taught, but they can be learned, one moves away from moralizing and inculcating towards a process of value-clarification. Value-clarification involves a series of strategies which are not guilty of forcing one set of right values down the throats of all students. Instead, it tends to raise issues, to confront the student with inconsistencies, and to get him to sort out his own values, in his own way, and at his own pace.

A MODEL EXERCISE

The person I admire most	1.________________
What I admire most about this person	2.________________
________________	3.________________
________________	4.________________
________________	5.________________
What I dislike most about this person	6.________________
________________	7.________________
________________	8.________________
________________	9.________________
The person I admire least	10.________________

Value-clarification questions are almost always questions to which there are no right answers. There is a real element of search to them although they are not random and aimless. The questions are posed with a deep sense of inquiry and exploration. They create a climax of valuing integrity that is essential when moral issues are at stake.

Encounter questions are asked about areas which will ultimately show up in a student's life. They are controversial, almost by definition, and the faint hearted need not apply. There are many "you" questions and fewer questions soliciting "factual" responses. The tone is: "What is your position; where you stand? How did you arrive at that value? What other alternatives did you consider? What possibilities are open to you for doing something about it? Can you anticipate the consequences of your actions? If not, who should be involved?"

THE VALUE CLARIFYING METHOD

The Clarifying Response

Fundamentally, the responding strategy, is a way of responding to a student, young person or adult, that results in his considering what he has chosen,
what he prizes, and/or
what he is doing.

It stimulates him to clarify his thinking and behavior and thus to clarify his values; it encourages him to think about them.

An effective clarifying response has the following essential elements:

1) Avoid moralizing, criticizing, giving values or evaluating judgments...(excludes hints of "good" or "bad" or "right" or "acceptable.")

2) Puts responsibility on the (student) youngster to look at his behavior or his ideas and to think and decide for himself what it is he wants.

3) It is permissive and stimulating but not insistent.

4) It does not try to do big things with small comments...rather each clarifying response is presented as only one of many alternatives...the effect is cumulative.

5) It is not an interview to obtain data but to assist one to clarify his ideas and life if he wants to do so.

6) It is usually not an extended discussion. The idea is for the youngster to think--which we often do best alone--without the temptation to justify thoughts to an adult.

7) Clarifying responses are often for individuals (issues have different priorities for different people) even general issues handled in a group must eventually be individually reflected upon.

8) Responses must be carefully selected...one can't respond to everything everyone says.

9) The situation must be created in which there are no "right" answers, such as in situations involving feelings, attitudes, beliefs, or purposes.

10) Clarifying responses are not mechanical things that carefully follow a formula. They must be creatively used and with insight. When a response helps someone to clarify his thinking or behavior, it is considered effective.

VALUES

The Action Side of Valuing

Before something can be called a value, you have to do something about it. Action needs to be the final outcome of valuing. The following exercise helps you to see alternatives for action.

Write a letter

1) Write a letter to the editor of your local newspaper. People read these columns more frequently than almost any other section of the daily newspaper. You can influence public opinion.

2) Write a letter to your Congressman or your Senator. Compliment him for something he has done about a problem you are concerned about. Washington counts these letters.

3) Send a letter to someone in the news who has done something you respect or admire. You would be surprised how lonely it is to do something different and make the news for doing it.

Attend a meeting or organize one

1) Write one of the organizations working for a cause you believe in and ask to be put on the mailing list announcing meetings.

2) Scan the newspapers for announcements of open meetings of groups in which you are interested.

3) Ask your own club, civic group, or church group to have a meeting or invite a guest speaker on a topic you are deeply concerned about.

Take part in some action

1) Distribute leaflets door-to-door or by standing at a subway entrance.

2) Picketing may not be your cup of tea, but it has an impact.

3) Organize a petition drive. Even twenty signatures could make news or cause some public official to take notice.

4) Interview people who have influence. Sometimes just a series of perceptive questions can make an issue come alive.

5) Wear a button.

6) Take part in a peaceful march or other demonstration.

7) Go as a member of a delegation to see some official about some issue.

Face-to-Face acts

1) Speak up for your point of view. (For example, if someone says something derogatory about a race or a religion, you can tactfully talk to him about your point of view.

2) Give someone a pamphlet or an article which argues for a different position than he claims to hold.

3) Try to close the gap between what you say and what you do. Let your life be a living argument for what you believe.

(Remember: All action should be informed action. Consequently, reading, learning, interviewing, discussing and generally becoming better informed are necessary first steps to doing something.

x

The Value Game

Rules of the Game:

1. You will hear a series of situations in which people have made a decision or performed an act. You will be asked to measure this decision or act according to your value system and to decide whether it was "absolutely right," "absolutely wrong," or somewhere in between.

2. The game board that you see on the floor is divided into six areas. The area at this end (indicate which end will be used for right) represents "absolutely right" with no reservations. The area at the opposite end represents "absolutely wrong" with no reservations.

The four remaining areas represent progressive reservations away from right toward wrong or away from wrong and toward right. So the area next to right represents that you feel the decision or act presented in the situation is basically right, but you have some reservation about it. The next area represents that you feel the decision was basically right, but that you have a good number of reservations about it. The area next to wrong represents that you feel the decision or act is basically wrong with a few exceptions. The area next to that represents wrong, but with additional reservations.

3. You are not permitted to ask for additional information about any of the situations. Try to make the decision as best you can with the limited information that is given.

4. Once you have heard the situation go stand in the area on the gameboard that represents your decision for that particular situation. Write the number of the situation and your initials and encircle them anywhere within that area. Stand in that area until the next situation is presented and you have chosen to move to another area. You are to remain standing on the gameboard throughout the game.

5. You do not take turns. As soon as you make a decision, you move to the area of your choice.

6. At the end of the game you will be asked to draw lines from your first situation to your second situation to your third, etc. In effect, you will have charted the graph of your decisions on the various situations.

ABSOLUTELY RIGHT

RIGHT WITH SOME RESERVATIONS

RIGHT WITH MANY RESERVATIONS

WRONG WITH MANY RESERVATIONS

WRONG WITH SOME RESERVATIONS

ABSOLUTELY WRONG

The Value Game

Situations:

1. Bill stomped off to his room and shut the door swiftly. He was angry. His dad had punished him for staying out too late with the family car. Now he was grounded for a whole month. Measure the father's decision against your value system and go stand on the gameboard in the area of your choice.

2. Same situation as above, adding the following information. The punishment was bad enough, but what made it worse was that his dad had not listened to Bill's side of the story nor told him why the punishment was so severe. Firm as always and acting as family judge and jury, his dad had pronounced sentence. Bill had no chance to express how he felt. Measure the father's decision against your value system and go stand on the game board in the area of your choice.

3. Add to the situation above this piece of information. This was the first time Bill was late and it was because of a flat tire. Measure the father's decision.

4. Chuck wore a black armband to school the day after four college students were killed during the Spring, 1970 disturbance at Kent State. Measure Chuck's decision against your own value system and go stand on the gameboard in the area of your choice.

5. He did not make a big issue over wearing the armband: but when fellow students asked him about it, he did relate his sorrow over the deaths of the collegians. To some he also expressed his fear that the nation's decision makers were refusing to listen to what he considered to be widespread opposition to America's involvement in Indochina. Measure Chuck's decision to wear the armband to school.

6. After lunch Chuck was called to the principal's office. "Young man," Mr. Spears began, "I'd like you to remove that armband and leave it with me. You are creating a disturbance by wearing it. Leave the armband with me, or you will be sent home on a disciplinary basis, complete with the usual penalties for refusal to cooperate with this administrative office. Is that clear?"

"Yes sir."

"May I have the armband?"

"No sir. You may not. I choose to take the penalties."

Measure Chuck's decision.

7. Mr. Bates received the perusal copy of the play he purchased and immediately made xeroxed copies of the play for the other members of his Drama Department at Southern State University. Measure Mr. Bates' decision against your value system and go stand on the game board in the area of your choice.

8. The decision to order the play had to be made within a week after Mr. Bates had received the perusal copy of the play and there were four members in the Drama Department who had to read the play and decide on ordering within the week.

9. The Drama Department decided to use the play and ordered the play for the cast members, paying for the royalty rights.

10. An elderly gentleman expressed his desire that should a heart transplant be needed at the time of his death, his heart be used for the transplant. The elderly man is now near death and is being sustained in life by a breathing apparatus. He is unconscious and according to all possible medical prediction he has only a few days to live. A young man of 35 needs a heart transplant within 24 hours if he is to live. The doctors and the family of the elderly man decide to remove him from the breathing apparatus in order to make the transplant possible. Measure the decision of the doctors.

11. Same situation as before, only the doctors and the family of the elderly man decide to kill him painlessly with a drug in order for the transplant to be possible. Measure the decision.

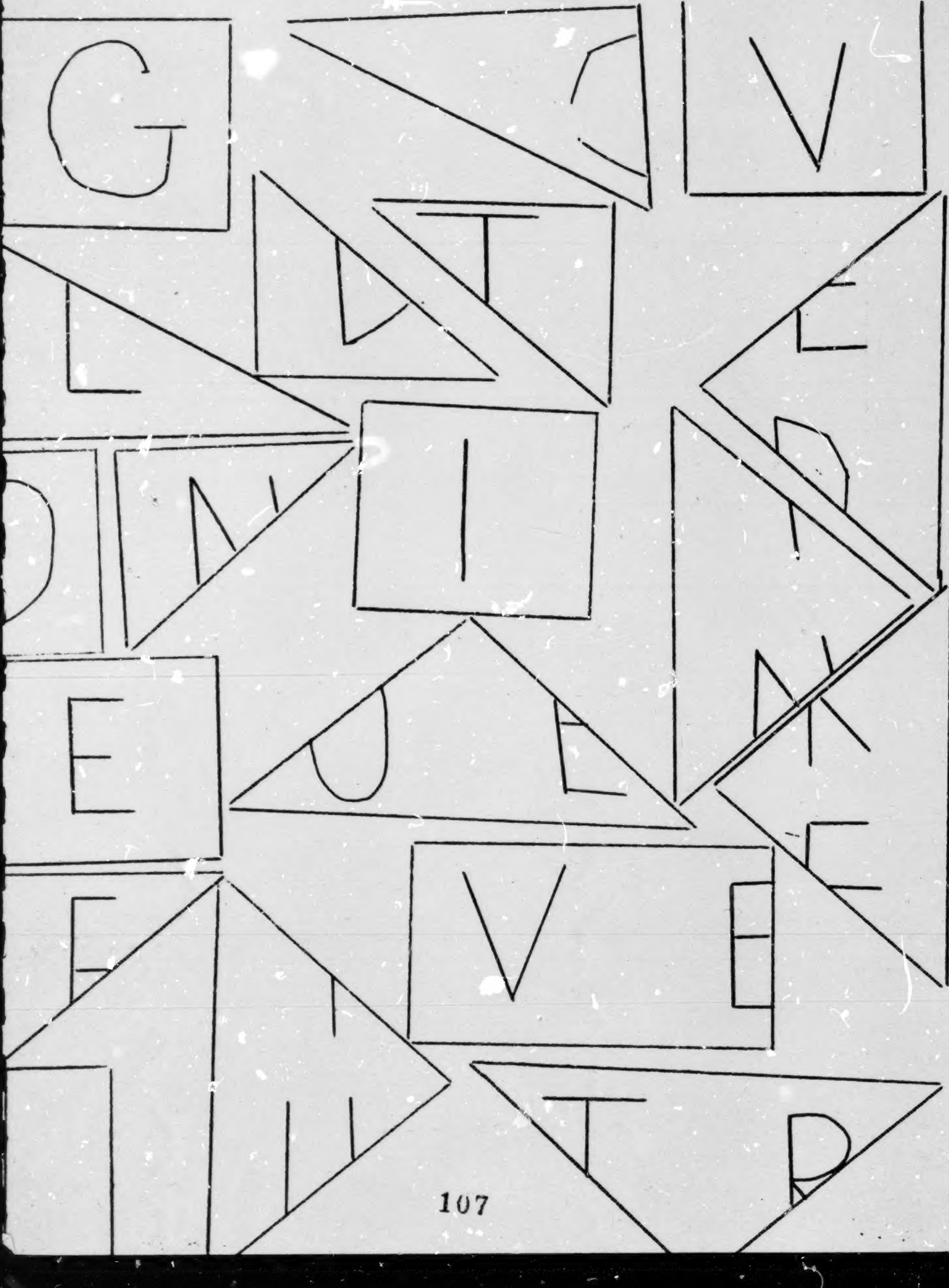
12. A married woman conceives a child by her husband and according to all medical prediction there is an 60 per cent chance the child will be seriously deformed. The doctors and the couple decide to abort the child in the fourth month. Measure the decision.

13. Same situation as before, but the doctors and the couple decide to let the child be born. The child is born--is deformed. The doctors and the couple decide to kill the child painlessly. Measure the decision.

14. Seventy-year-old Mr. X has been in a coma for nine weeks. All the doctors agree he is dying. The latest complication of his condition is an inability to breathe normally. He would have suffocated earlier except for the performance of a tracheotomy, in which a hole was cut in his throat so that an artificial respirator might be attached to accomplish his breathing for him. So he continues to "live." Measure the doctor's decision.

15. Same situation as above. In a hospital consultation room, a team of doctors are trying to decide a difficult question: Should they remove the artificial source of oxygen--breath, "life"--and let the patient slip quietly into the death that is waiting for him? They decide to do so. Measure the team's decision.

16. Add this additional information. The team of doctors had based their decision partly upon the request of Mr. X's family to remove the artificial source of oxygen because the emotional strain was threatening the health of Mr. X's 65 year-old wife.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PUZZLE NO. 1

Groups of 5 Students

One person in your group has an envelope containing puzzle pieces when properly put together, they make 4 squares the same size. However, you must abide by these rules:

1. Players may not talk or make gestures.
2. No player may take pieces from another.
3. Players may give pieces to others.
4. Players may not put pieces in the center; they may only give to individual players.

NONVERBAL TECHNIQUES

Goals

I. To increase self-expression through the use of body language.

II. To provide an opportunity for group members to give feedback to each other in non-abstract ways.

III. To increase one's sensitivity to the nonverbal cues of others.

Process

The nonverbal techniques described below supplement those described in Volumes I and II. (See "Nonverbal Communication," 22, and "Nonverbal Techniques," 44.) The verbal processing of the effects of a nonverbal experience is as important as the experience itself, and plenty of time should be provided for group members to explore their reactions.

1. Sticks and stones: Dowel rods and golfball-sized stones are placed in the center of the group, and members are instructed to use them in any way they deem appropriate to convey their reactions to each other, without talking.

2. Posture feedback: One group member at a time receives nonverbal feedback from all of the other members by their assuming body postures that indicate their impressionsof him. After each member's feedback there is a processing session.

3. Sociogram: Group members attempt to form a living sociogram by locating themselves and each other in the room in ways that are meaningful to them. The final form of the sociogram, after members move each other around, is drawn on a chalkboard and then discussed.

4. Drum dance: Someone plays drums (or a recording of drums) while group members dance freely. Suddenly the drums are stopped, participants freeze for a moment, observe each other, then pair off to discuss their observations.

5. Body talk: Group members take turns trying to express various emotions with their bodies. The facilitator hands a participant a slip of paper with the name of a feeling on it and part of the body which he uses to express the emotion. Other participants try to guess what feeling was being expressed.

6. Red rovers: Participants form two lines facing each other. The persons at the heads of the lines are asked to cross over to the other end of the opposite line. Collisions, styles of running and avoidances are noted and talked about after all have experienced moving from the head across to the end of the other line.

FANTASY TRIP

The fantasy experience begins with the use of relaxation training in the Jacobson (1938), Wolpe and Lazarus (1966) tradition. After the group members are relaxed with eyes closed, they are asked to imagine the following events during a work day:

SETTING: It is six years from now. (pause) You are waking up in the morning and getting ready for work. (pause) You get up and get dressed for work. (pause) You eat breakfast. Who is there? (pause) You leave and go to work.

WORK: Do you go by car? What kind is it? Or do you use another kind of transportation? You are now at work. Where are you: an office?, a school?, outside? Are you supervising others? Who are they? Who is your boss? (pause)

NOON: It is time for lunch. What do you do for lunch? Go out, bag lunch, or what? Do you eat alone? (pause)

WORK: Do you work alone? If not, what are your fellow workers like? Are they men? Are they women? Are they intense? Are they relaxed? Do you like being with them? (pause)

HOME: It is time to go home. You are home. What is your home like? (pause) When you open the door who is there? (pause) After eating you have some time in the evening. What do you do? (pause) It is time to go to bed. You will be going to work tomorrow. Do you look forward to it? (pause)

END: We are now done with the fantasy trip. Open your eyes and let's talk about your experience.

FANTASY TRIP (continued)

At this point a discussion occurs. Group members are asked to talk about their fantasies. When talking about fantasies, they are often enthusiastic, intrigued, and surprised at the results.

Crucial to the success of this technique is the content of the fantasy. In our judgment, life style elements, important for a career choice, are elicited more often and more clearly in the guided fantasy trip than with many direct vocational counseling techniques.